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ABSTRACT

Intended for classroom teachers who have English Language Learners (ELLs--non-native speakers of English who are experiencing difficulty in learning academic content), this guidebook provides criteria to be included in the development of performance-based assessment tasks. It assists classroom teachers to develop assessments to: determine whether a student may be an ELL; measure native language proficiency and/or English language proficiency; determine initial instructional placement for an ELL in mathematics and/or reading; measure the academic achievement of an ELL in mathematics and/or reading in their native language and/or in the English language; and provide information on the development of databases to be used in monitoring student performance on the assessments administered. After an introduction, sections of the guidebook are: (1) List of School Reform Initiatives for Teachers of English Language Learners (ELLs); (2) Discussion of Performance and Content Standards for Teachers of English Language Learners; (3) General Guidelines To Be Aware of When Assessing English Language Learners; (4) Assessment Accommodations for English Language Learners; (5) Development of Assessment Instruments to Identify English Language Learners; (6) Development of Assessment Instruments To Measure English Language Learners' Native Language and English Language Proficiency; (7) Development of Assessment Instruments for Initial Instructional Placement of English Language Learners in Mathematics and Reading; (8) Development of Assessment Instruments To Measure Academic Achievement of English Language Learners in Mathematics and Reading; and (9) Development of Databases in Evaluation of English Language Learners Programs. Addresses of 15 Comprehensive Regional Assistance Centers and a 53-item bibliography are attached; appendixes contain "A Reader's Own Scoring Guide," the Six-Trait Analytical Writing Assessment Model, and "E.A.R.--Conceptual Framework for the Traits of Competent Oral Communication." (RS)

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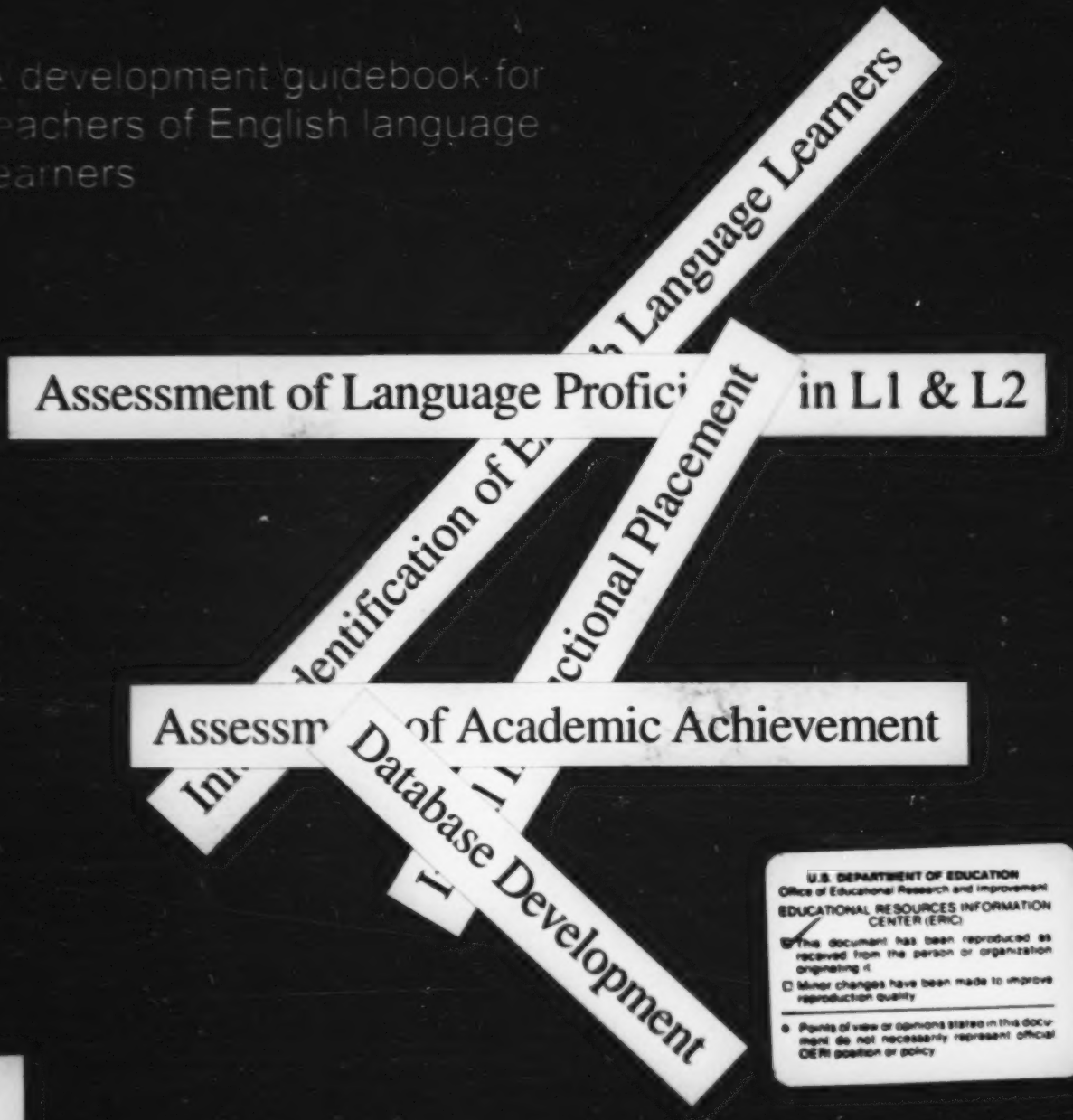
ED 419 244

ASSESSMENT

A development guidebook for teachers of English language learners



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National Clearinghouse for Bilingual Education
Assessment Program

Assessment Development Guidebook for Teachers of English Language Learners

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PREFACE

> *"Assessment tasks should reflect the diversity of cultures and experiences of students to be assessed; assessment tasks should allow for different modes of presentation to reflect different learning styles and different cultures; assessments should be given in students' primary language when it is the student's language of communication; students should be given a choice of the language in which they will complete an assessment task except when the purpose is to assess the language ability of the student. . . ."*
>
> (Farr, P.B., & Trumbull, E., Assessment Alternatives for Diverse Classrooms)

This guidebook, admittedly, is a developmental effort intended for teachers who are assessing students who are English Language Learners (ELLs). The expressed need of practitioners for this type of guidebook has set the focus for the topics presented throughout the document.

Assessment Development Guidebook for Teachers of English Language Learners

INTRODUCTION

This guidebook will provide assistance for you, the classroom teacher, when developing assessments to:

PURPOSE

- Determine whether a student may be an English Language Learner (ELL)
- Measure native language proficiency and/or English language proficiency of an ELL
- Determine initial instructional placement for an ELL in mathematics and/or reading
- Measure the academic achievement of an ELL in mathematics and/or reading in their native language and/or in the English language
- Provide information on the development of databases to be used in monitoring student performance on the assessments administered

The purpose of this guidebook is to assist classroom teachers when developing assessments for English Language Learners.

This guidebook is intended for classroom teachers who are currently challenged in determining criteria to be included in the development of performance-based assessments for their English Language Learners (ELLs—this term, for purposes of this guidebook, is defined as non-native speakers of English who experience difficulty in learning academic content when taught in English). The focus of this guidebook is to provide that criteria to be included in the development of performance-based assessment tasks. The responsibility of developing the tasks, however, is that of the teacher.

Standards for Educational and Psychological Testing

A major influence in the development of this guidebook has been *The Standards for Educational and Psychological Testing* developed by the American Education Research

Association, the American Psychological Association, and the American Council of Measurements. Some of the standards set for ELLs include the following:

- English tests are confounding for bilingual students; therefore, alternative forms of testing must be elicited
- Language background must be taken into account for all phases of assessment
- Tests developed without accounting for language differences have limited validity
- Cognitive measures do not translate from one language to another
- Ability to speak English in a naturalistic situation may not predict ability to learn academic material in English
- Assessment of non-native speakers will take more time and observation
- Special training for bilingual communication in testing is profitable and beneficial

ALTERNATIVE ASSESSMENT

Thus, the use of alternative assessment methods is not only proposed by the *Standards for Educational and Psychological Testing* but is also shown throughout the literature as an emerging mechanism of effective assessment, especially for English Language Learners. These methods, when directly linked with instructional content, provide a viable means of demonstrating what has been learned in your classroom by ELLs.

Alternative assessment offers important opportunities for teachers in guiding instruction for ELLs.

Alternative assessment

This guidebook will show you what elements should be included in your assessment. However, the type of alternative assessment method to utilize is yours to address, be that performance tasks, informal measures, structured interviews, writing assessments, or portfolios — whatever works for you in order to measure what you have taught and can best be expressed as learned by your students.

To be effective for ELLs, alternative assessments must:

- Focus on documenting individual student growth over time, rather than comparing students with one another
- Emphasize students' strengths (what they know), rather than weaknesses (what they don't know)
- Address the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students

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For examples of performance-based assessments and a detailed discussion of alternative assessment, and if you have Internet access, you may wish to visit the website:

gopher://aspensys3.aspensys.com/00/education/eric/publications/review/issues/all.asc

Examples may also be found in these publications:

- Farr, B. -Assessment Alternatives for Diverse Classrooms
- Hibbard, K.M. -A Teacher's Guide to Performance-Based Learning and Assessment
- O'Malley, J.M - Authentic Assessment For English Language

All are listed in the bibliography section of this document.

Use of checklists

CHECKLISTS AND ASSESSMENT ADMINISTRATION

Certain checklists provided in this guidebook may appear voluminous. However, once you complete a checklist, you will discover the interplay among the listed tasks or skills and the ease they provide in developing your alternative assessment. Complete one checklist, at a minimum, before you discount the entire exercise.

Use of scoring sheets

The scoring sheets provide three performance levels for each skill area. Once the performance level is entered for each skill you have assessed, you may be able to determine which skill(s) need to be strengthened during the course of the school

year for each student. For example, if a student scores as "partially proficient" in one skill area and scores "advanced proficient" in other skill areas at the beginning of the year, you may want to focus on bringing the partially proficient skill score to advanced proficient in interim and end-of-year assessments.

Administration of assessments

The administration of the assessment you have developed should be done informally, if possible. This type of administration should eliminate any test-anxiety your student would otherwise experience.

Given adherence to the performance and content standards, assessments for ELLs should be as rigorous as those used with any other students.

English Language Learners need to master English as quickly as possible while, at the same time, they are learning subject-matter content, be that in their native language or in English.

Caveats

Until alternative assessment(s) are determined to be fully valid and reliable, these assessments should not be used solely for high-stakes purposes for students but in combination with other types of assessment.

The rubrics (a scoring scale) presented need to be continually tested and reviewed to determine whether they reflect the key aspects of performance being taught and learned in your classroom for/with English Language Learners.

COMPONENTS OF THE GUIDEBOOK

The sections in this guidebook follow a logical progression of events, and related assessments, that usually occur when a newly arrived English Language Learner enters your classroom. It is suggested that you review the entire document. Once you have determined which section(s) best meets your need, then focus on that section(s).

The components of this guidebook are:

GUIDEBOOK COMPONENTS

SECTION ONE—List of School Reform Initiatives for Teachers of English Language Learners (ELLs)

SECTION TWO—Discussion of Performance and Content Standards for Teachers of ELLs

SECTION THREE—General Guidelines to Be Aware of When Assessing ELLs

SECTION FOUR—Assessment Accommodations for ELLs

SECTION FIVE—Development of Assessment Instruments to Identify ELLs

SECTION SIX—Development of Assessment Instruments to Measure ELLs' Native Language and English Language Proficiency

SECTION SEVEN—Development of Assessment Instruments for Initial Instructional Placement of ELLs in Mathematics and Reading

SECTION EIGHT—Development of Assessment Instruments to Measure Academic Achievement of ELLs in Mathematics and Reading

SECTION NINE—Development of Databases for Evaluation of ELL Programs

HOW TO USE THIS GUIDEBOOK

USING THE GUIDEBOOK

There are at least three different reasons to use this guidebook:

1. **If you are interested in assessment issues for English Language Learners (ELLs), see**

   SECTION ONE—for a list of proven school reform initiatives for teachers of ELLs

   SECTION TWO—for a discussion of performance and content standards for ELLs

   SECTION THREE—for general guidelines to be aware of when assessing ELLs

2. **If you are developing an assessment for ELLs, see**

   SECTION FOUR—for a list of accommodations that could be implemented when assessing ELLs

   SECTION FIVE—for checklists, and a scoring sheet, of what to include when developing assessments to identify whether students are English Language Learners

   SECTION SIX—for checklists, rubrics, and scoring sheets to use when developing assessment instruments to measure native and or English language proficiency

   SECTION SEVEN—for checklists, rubrics, and scoring sheets to use when developing assessment instruments used to initially place ELLs for instruction in either mathematics and/or reading

   SECTION EIGHT—for checklists, rubrics, and scoring sheets to use when developing assessment instruments to measure the academic achievement of ELLs in mathematics and/or reading

3. **If you are thinking of developing a database for ELLs, see**

   SECTION NINE—for a checklist of data to keep in databases developed for ELL programs

You are welcome to copy any of the scoring sheets in this guidebook. This may enable you to maintain a record of the students assessment results in their respective cumulative folder/file/portfolio.

SECTION ONE –
List of School Reform Initiatives for Teachers of English Language Learners

School reform initiatives for English Language Learners clearly begin at the grass roots level, with you, the teacher. Reforms that have been proven effective with/for ELLs have included the following and are presented for your consideration:

EFFECTIVE REFORMS

- Assessments that measure performance or application of skills (not just recall or comprehension) that are performance-based are most effective for ELLs
- High standards set for ELLs, whether proficient in English or not in English literary and other academic areas, guide the development of the curriculum (remedial or basic skills curriculums are not effective)
- In rigorous academic environments, limited English proficiency is not an obstacle in achieving high standards
- Innovation in organizing time and teaching resources foster the acquisition of high learning expectations for ELLs
- Transition to all-English instruction is cautiously planned and most often individualized
- Instructional preparation is often completed with other teachers
- ELL teachers have a strong influence in their own professional development and organization of the school

- ELL teachers are firmly involved in curriculum planning
- Teachers of regular, all-English classes are trained in second language acquisition theory and teaching techniques
- Schools attending to ELLs develop strategies for organizing the positive influences of culture, family, and community for their students' academic experience
- ELL students' academic success is increased by schools that pay attention to nurturing the whole child
- Performance-based assessments are systemically aligned with content standards and language development goals for ELL students, including outcome assessments in the students' native language

SECTION TWO—
Discussion of Performance and Content Standards for English Language Learners

Definition of Content and Performance Standards

Reauthorization of the ESEA (Elementary and Secondary Education Act of 1965) under the new title of IASA (Improving America's Schools Act of 1994) and the Goals 2000 legislation are current federal legislation that have provided the impetus for the development of challenging content and performance standards for all children. By defining what knowledge and skills should be learned (content standards) and by setting the levels of student achievement (performance standards) you and your students will have clear parameters of teaching and learning expectations.

Align content and performance standards with student assessment programs.

Standards and Assessment

To insure that the knowledge and skills contained in content standards meet the expectations of the performance standards developed for all children, assessments shall:

- Be the same assessments used to measure the performance of all children
- Be aligned with challenging content and student performance standards
- Provide coherent information about student attainment of such standards
- Be used for purposes for which such assessments are valid and reliable
- Measure the proficiency of students in the academic subjects in which a state has adopted challenging content and student performance standards
- Be administered at some time during grades 3-5, 6-9, and 10-12
- Involve up-to-date measures of student performance

ELLs will have access to challenging content—the same content that should be made available to all students.

With ELLs the assessments must provide for:

- Reasonable adaptations and accommodations
- To the extent practicable, be in the language and form most likely to yield accurate and reliable information on what students know and can do, to determine students' mastery of skills in subjects other than English

Student Performance Instruments
Examples of up-to-date measures of student performance include:

- Criterion-referenced tests
- Multiple choice tests
- Writing samples
- Completion of graphic representations
- Standardized tests
- Observation checklists
- Performance of exemplary tasks
- Performance events
- Portfolios of student work

Assessments must focus on specifically defined performance standards.

Levels of Proficiency
In an effort to meet the need of establishing language and academic content proficiency levels, three levels of proficiency have been developed for each rubric and scoring sheet presented in this document. These levels of proficiency are consistent with those proposed in current federal legislation; they are:

- Partially proficient
- Proficient
- Advanced proficient

Each type of assessment developed should have similar levels of proficiency established for ease of comparison and reporting of student proficiency levels.

SECTION THREE—
General Guidelines to Be Aware of When Assessing English Language Learners

Some general parameters to consider when developing and administering your assessment instruments for/with ELLs include the following:

- Even though students may have been taught the subject content in one language, this does not necessarily imply that testing should occur in that language
- To the extent possible, assessment for the purposes of identification and placement of ELL students should include some measure of their native language proficiency
- Assessment should be in the language and form most likely to yield accurate and reliable information on what the ELL student knows and can do
- Students should be allowed to demonstrate what they can do in their own unique ways

When assessment is used appropriately, teachers will know how long to work on a given goal or objective, when to review material, and when to make changes in curriculum.

Each ELL has his/her own cultural conventions that must be honored, for example:

- Some groups of ELLs, because of cultural upbringing, do not grant individual displays of achievement, as this is considered bad manners
- Some ELLs will not embarrass others by providing a correct response to a question previously answered incorrectly by a peer

By being aware of the foregoing and developing positive attitudes toward ELL students, equitable assessment of ELLs can occur.

It is necessary that ELL teachers link the value of performance-based assessment with instruction. A tool for consideration with which one may monitor this link is the student's portfolio.

SECTION FOUR—
Assessment Accommodations for English Language Learners

Many children who are English Language Learners have never taken a formal test in school. Others have no experience with specific test formats (i.e., fill in the bubble) nor testing environments. Thus, you may find it prudent to teach test-taking skills. If an ELL student lacks these types of testing experiences, to be tested using the English language when not proficient in this language compounds the anxiety he/she normally encounters.

To ensure equitable testing situations for ELLs, the Testing and Educational Standards endorse adaptations of the types listed on the following page (p. 14).

Accommodations will not compromise the integrity of the assessment.

These accommodations are presented for use when testing English Language Learners. They will not compromise the integrity of the assessment and, when utilized, will provide you, in most cases, with a better understanding of the student's ability for the content being assessed.

The accommodations are numbered and may be referenced by you on each scoring sheet provided in this guidebook.

Not all English Language Learners need all accommodations listed. Pick those you feel would fit your situation to obtain the best test results for each individual learner. Some ELLs may not need any assessment accommodations.

(If you can add other accommodations to the list of accommodations which follows, please let us know. If we use your accommodation, you will be duly credited in the next edition of this guidebook.)

Record by number those accommodations you use for a student on that student's assessment scoring sheet. Scoring Sheets are found in Sections 6, 7, and 8.

Testing Accommodations for English Language Learners	
Accommodation Number	**Accommodation**
1	Some children require longer response times. They process information more slowly in the less familiar language. Allow this type of child ample time to respond.
2	Some children may be easily disturbed by noise and other distracting testing conditions. Test this type of child in a separate room.
3	Some children may be intimidated by native English test administrators. Test this type of child with an L1 (L1 - native language) test administrator.
4	Some children do not do well with structured testing times, that is, being tested when everyone else is being tested. Provide this type of child with a flexible testing schedule.
5	Some children become exhausted faster than others when being tested. Test this child in shorter assessment periods.
6	Prior to testing, show the student how to use a dictionary. Provide the child with a dictionary, in either L1 and/or English, to be used when tested.
7	If an L1 test administrator is not available, have the instructions audio-taped by an L1 speaker. Use the audio-tape with the student being tested.
8	The test administrator may respond to questions in L1 when asked for clarification by the student being tested.
9	Prior to actual testing, provide the student with workshops, in L1, on testing and practice the testing conditions.
10	Decrease the English language demands of the assessment. Remove all superfluous expressions and/or declarations from the test. Use simple, short, straightforward phrases in testing.

SECTION FIVE—
Development of Assessment Instruments to Identify English Language Learners

When a student first enters your classroom and has been initially identified as being an English Language Learner (ELL), the first step in validating this perception is to formalize the identification process.

You may accomplish this by developing a home language survey, an observation instrument, or an interview. Once developed, the information gained from the administration of either of these instruments, or combination of instruments, will help determine that:

Validate the perception that a student may be an ELL.

- The student is not an English Language Learner, or
- The student is an ELL, and should be assessed for native and English language proficiency, and may be assessed for initial instructional placement

The following checklists for each type of instrument, i.e., home language survey, observation instrument, and interview, will give you an idea of basic information that should be collected to determine whether a student could be an ELL. Adapt these examples to your situation as you see fit.

Part A: Example of Home Language Survey

A home language survey may be sent to the student's home for response by his/her guardian or may be used in an interview with the guardian. **When this form has been completed, record responses which indicate a language <u>other than English</u> on the *Identifying English Language Learners Scoring Sheet* (see Section 5, Part D, p. 19.)**

Home Language Survey

*Student's Name*_____ *Date*_____

Please respond to the following questions. This information will assist me as I develop an instructional plan for your child. Should you have any questions or concerns about anything on this form you are welcomed to contact me at _____.
(teacher's phone number)

1. What language do you use most often when speaking with your child?

2. What language does your child use most often when speaking with you?

3. What language does your child use most often when speaking with his/her siblings and/or friends?

Thank you for answering these questions.
Please have your child return this completed form to his/her teacher.

Part B: Example of Teacher Observation Form

Place a check mark in those boxes that apply. **When completed, record responses on the *Identifying English Language Learners Scoring Sheet*, (see Section 5, Part D, p.19).**

Teacher Observation Form

*Student's Name*_____ *Date*_____

☐ 1. When asked a question or given direction in English, the student does not respond appropriately.

☐ 2. The student is using a language other than English.

☐ 3. Conversation with the student indicates his/her English skills are not developmentally sound.

Part C: Example of questions to be included in a Teacher Interview

In an informal setting with the student determine the following and place a check mark in the appropriate box. **Record any question with the answer "No" on the *Identifying English Language Learners Scoring Sheet* (see Section 5, Part D, p. 19).**

Teacher Interview

*Student's Name*_____ *Date*_____

1. Is the student able to speak English proficiently for his/her developmental (age or grade) level?

   ☐ Yes ☐ No

2. Is the student able to write English proficiently for his/her developmental (age or grade) level?

   ☐ Yes ☐ No

3. Is the student able to read English proficiently for his/her developmental (age or grade) level?

   ☐ Yes ☐ No

4. Does the student use English most often when speaking with his/her peers?

   ☐ Yes ☐ No

Part D: Identifying English Language Learners Scoring Sheet

Record responses from the *Home Language Survey* and/or *Teacher Observation Form,* and/or *Teacher Interview Form on the scoring sheet below.*

Identifying English Language Learners Scoring Sheet *Student's Name*_____ *Date*_____	
Instrument Used	**Responses**
Home Language Survey:	Check box for each question from survey where the responses indicates other than English.
Question 1	☐
Question 2	☐
Question 3	☐
Teacher Observation Form:	Check box for each question that was checked off on the Teacher Observation Form.
Question 1	☐
Question 2	☐
Question 3	☐
Teacher Interview:	Check box for any response from the Teacher Interview Form which was marked "No."
Question 1	☐
Question 2	☐
Question 3	☐
Question 4	☐

A check mark next to any of these responses may indicate the child is an English Language Learner; however, this is not conclusive. Further evaluation is warranted to make this determination (See Section Six).

SECTION SIX—
Development of Assessment Instruments to Measure English Language Learners' Native Language and English Language Proficiency

The Council of Chief State School Officers defines English language proficiency in this way: "A fully English proficient student is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom." Four language skills contribute to proficiency; they are:

- **Reading**—the ability to comprehend and interpret text at the age and grade-appropriate level
- **Writing**—the ability to produce written text with content and format fulfilling classroom assignments at the age and grade-appropriate level
- **Speaking**—the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities, and question/answer sessions) within the classroom and in social interactions within the school
- **Listening**—the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information

Your assessment for language proficiency will include four tasks, one for each skill.

When measuring either reading or writing, you will find that each have six associated analytic traits. The six traits to be assessed in reading are: decoding conventions, establishing comprehension, realizing context, practicing interpretation, integrating for synthesis, and critiquing for evaluation (*A Reader's Own Scoring Guide, the Six Analytical Traits of Reading, NWREL, 1997.)*

In assessing writing, the traits to be evaluated are: ideas and content, organization, voice, word choice, sentence fluency, and conventions *(Six-Trait Analytical Writing Assessment Model, NWREL, 1997).*

Performance-assessments, in the area of language proficiency, need to be implemented.

Research has identified three general traits of competent communication in speaking and listening. These traits are effectiveness, appropriateness, and responsiveness. Each communication trait "has both a verbal and nonverbal dimension and reflects the transactional nature of communication" *(Conceptual Framework for the Traits of Competent Oral Communication, NWREL, 1997).* These three traits should be accounted for in the performance-based tasks used to assess speaking and listening, as appropriate.

When children are progressing through the developmental levels of language learning (that is: non-verbal language, telegraphic speech, productive language, language mixing, and code switching), the length of stay within each of those stages varies by individual as they progress towards proficiency in the language they are learning.

When developing a language proficiency measure, you are determining a student's language-specific skills and weaknesses in the native language and in English for the language skills presented. Conduct your initial assessment of the student's proficiency in his/her native language and in English with naturally-occurring language and in authentic settings, not in a testing setting.

When developing your assessments keep in mind that:

- The requirements to communicate as a child are quite different from the requirements to communicate as an adult (the child's constructions are shorter and simpler, and vocabulary is relatively small—especially in the second language)

- Students have inhibitions and are embarrassed when they make mistakes in L2 (English)

- Children are likely to be more shy and more embarrassed before their peers
- Children from some cultural backgrounds are extremely anxious when singled out and called upon to perform in a language they are in the process of learning
- Many children from culturally diverse groups are accustomed to an inductive (proceeding from particular facts to a general condition) style of talking, in which fundamental assumptions must be inferred from a series of concrete statements

Language proficiency assessments must be developmentally and culturally appropriate.

There are strong connections between a culture's ways of organizing life, its ways of using language, and its approach to problem-solving. Students' beliefs, ways of construing the world, and presuppositions about what is possible or meaningful will affect their interpretation of problems.

Your assessment for language proficiency will include four tasks, one for each skill.

For examples of performance-based assessments and a detailed discussion of alternative assessment, and if you have Internet access, you may wish to visit the website:

gopher://aspensys3.aspensys.com/00/education/eric/publications/review/issues/all.asc

Examples may also be found in these publications:

- Farr, B. -Assessment Alternatives for Diverse Classrooms
- Hibbard, K.M. -A Teacher's Guide to Performance-Based Learning and Assessment
- O'Malley, J.M - Authentic Assessment For English Language

All are listed in the bibliography section of this document.

Part A: Language proficiency contents checklist to be included in the development of a performance-based assessment to measure language proficiency

You will be developing four performance-based assessment tasks — one each for reading, writing, speaking and listening — that will measure the language proficiency of your student. These tasks may be developed in the student's native language and/or in English. Use the following checklist to ensure that these criteria are included in the task you are developing.

Performance-based Assessment to Measure Language Proficiency Contents Checklist

Instructions: Check each box under "Skill number" once you have included it in your assessment task. If you are not addressing the area listed, provide a rationale in the "Comments" section provided. This will remind you later on why you did not include this skill. (You may want to familiarize yourself with the scoring rubrics for each skill before you, or as you develop the respective tasks.)

Do not time the assessment; allow the student to respond in the amount of time it requires he/she to respond.

(Note: Listening and speaking are to be measured in a group setting. Even though listening and speaking may be measured simultaneously, be sure to check the skills listed separately for each and combine them in your performance-based task.)

SKILL NUMBER ONE—READING

Does the task provide a means for the student to:

☐ 1. Search for information.
Comments:

☐ 2. Interrelate ideas.
Comments:

Does the task provide a means for the student to:

☐3. Generalize
Comments:

☐4. Summarize
Comments:

☐5. Explain information
Comments:

SKILL NUMBER TWO—WRITING

Does the task provide a means for the student to:

☐1. Organize thoughts to express a point of view
Comments:

☐2. Write a well-developed story
Comments:

☐3. Provide evidence for an argument or point of view
Comments:

☐4. Interpret/explain information to others
Comments:

SKILL NUMBER THREE—SPEAKING: (to be assessed in a group setting)

Does the task provide a means for the student to:

☐1. Express viewpoints effectively
Comments:

☐2. Communicate intentions and understandings
Comments:

Does the task provide a means for the student to:

☐3. Pose questions for clarification
Comments:

☐4. Participate effectively in group discussions
Comments:

☐5. Offer interpretations
Comments:

☐6. Offer clarifications
Comments:

☐7. Contribute new ideas in discussions
Comments:

SKILL NUMBER FOUR—LISTENING
(to be assessed in a group setting)

Does the task provide a means for the student to:

☐1. Grasp concepts presented orally
Comments:

☐2. Understand clarifications when presented
Comments:

☐3. Attend and respond to the contributions of others in discussion
Comments:

(Now that you have had this experience, if you have any suggestions to make this exercise more user-friendly for other teachers, please let us know. If we use your suggestions you will be duly credited in the next edition of this guidebook.)

Part B: Scoring Rubric for Language Proficiency Assessment

The language proficiency rubrics are intended to assist you in making an accurate judgment as you assess whether a student needs language instructional assistance for the language you are assessing, be it L1 (native language) or L2 (English). A rubric is provided for each of the four language proficiency skills: Reading, Writing, Speaking, and Listening.

READING SCORING RUBRIC

The rubric presented is from the Northwest Regional Educational Laboratory's *A Reader's Own Scoring Guide: The Six Analytical Traits of Reading.* (See Appendix A for further information.)

1. READING: DECODING CONVENTIONS

Conventions are the "frame" for a text. They are the grammar and punctuation used to help clarify the ideas and messages. Conventions are also the "genre"—or type of a text. Some types of genres include: poetry, essay, fiction, and non-fiction. Conventions can also be the types of speech used in a text. Readers move between the types of conventions to decode different kinds of texts.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student is just beginning to decode conventions.
3	The student is half-way there to understanding the impact of conventions.
5	The student is using conventions to make meaning clear.

Reading scoring rubric (cont.)

2. READING: ESTABLISHING COMPREHENSION

When readers comprehend a text, they are able to identify the basic elements that establish the meaning of the text. They recall facts, actions, and main ideas. Through purposeful comprehension—summarizing, paraphrasing, and re-telling with intent—readers are able to distinguish between significant and supporting details. They are able to use a variety of skills to create a "good" understanding, and they use their basic comprehension of a text to ask informed questions and make thoughtful comments.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student struggles to establish basic comprehension.
3	The student demonstrates adequate comprehension. Purposeful summary is still developing.
5	The student demonstrates purposeful, expansive, and knowledgeable control of comprehension.

Reading scoring rubric (cont.)

3. READING: REALIZING CONTEXT.

When readers realize context they recognize all of the social, cultural, and psychological issues surrounding the text. Readers look for "signs"—dates, names of places, mentions of history, of gender, or race, of culture—to help shape and color their reading. Readers read with context in mind and identify the voice, the tone, and the stated and unstated purposes of texts. Readers realize context when recognizing the distinction between inferences, intentions, fact, opinion, persuasive, narrative, descriptive, and advocacy.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student is struggling to identify context.
3	The student is developing the ability to identify some context.
5	The student is identifying context and integrating all of its aspects into a thoughtful analysis of its relationship to the text.

Reading scoring rubric (cont.)

4. READING: PRACTICING INTERPRETATION.

Readers interpret texts to satisfy, extend, expand personal and academic interests. Readers practice interpretations by filling in the gaps—real or imagined — in texts; they use clues and evidence from the text to draw conclusions; they make plausible interpretations of ideas, facts, concepts, and/or arguments; they recognize and deal with ambiguities in texts, often times settling the disparities through thoughtful interpretation; they revise, reshape, and/or deepen earlier interpretation; they reflect on the meaning of the text, including larger or more universal significance; they express a major understanding about or insight into a subject, an aspect of self, or of the text's connection to life in general.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student is emerging, sees interpretations as "talking about a book." Their "reading" and "interpreting" are still separate processes.
3	The student is able to interpret to expand the meaning of a text but struggles to connect the interpretations to larger issues.
5	The student is able to interpret, to analyze, and to think critically.

Reading scoring rubric (cont.)

5. READING: INTEGRATING FOR SYNTHESIS.

Students synthesize information and ideas from written text to compare and extend meaning from multiple sources. Students show sensitivity to the structure of the text; they demonstrate how parts of the text work together, inform one another or contradict one another. Students take a text apart and compare information with contextual knowledge. Students compare and contrast the ideas and points of multiple authors. Students critically review their reactions to an author's ideas and point of view from the perspective of their own ideas, experiences, and knowledge. Students develop research on content area based on a synthesis of multiple information.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student understands that texts share issues, but he/she struggles with integration.
3	The developing student synthesizes information from multiple sources, however, a fully integrated synthesis is still developing.
5	The advanced reader synthesizes information and ideas from multiple sources and produces a fully integrated response.

Reading scoring rubric (cont.)

6. READING: CRITIQUING FOR EVALUATION.

Students evaluate a text to determine its quality and effectiveness within its genre and subject. Students experiment with ideas, think divergently, take risks, express opinions, speculate, explore alternative scenarios, agreeing or disagreeing, arguing, endorsing, questioning, and/or wondering about a text's implications. Students are actively engaged with the text and judge the effectiveness of literacy and informational devices. Students contrast the accuracy of information from a written text with other sources of information and personal knowledge. Students evaluate by testing the validity of the author's ideas, information, and/or logic by comparison with other authors, their own knowledge, and cultural understanding. Students identify an author's biases, cultural and philosophical references, and underlying purpose.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student's criteria for evaluation often lie solely in the affective realm.
3	The developing student does not evaluate as a means of exploration, but instead sees it as a way of silencing dilemmas.
5	The student's evaluation has advanced to where he/she asserts their own voice in the textual relationship.

WRITING SCORING RUBRIC

The rubric presented is from the Northwest Regional Educational Laboratory's *Six-Trait Analytical Writing Assessment Model: Scoring Guide (Rubric).* (See Appendix B for further information.)

1. WRITING: IDEAS AND CONTENT DEVELOPMENT

Ideas are the heart of the message. They reflect the purpose, the theme, the primary content, the main point, or the main story line of the piece. When ideas are strong, the writing is rich with detail, original and thoughtful, highly focused and clear, and substantive. In other words, it says something; it doesn't just meander or list ideas randomly. It doesn't bore the reader with trivia, repetition, or unnecessary information.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	As yet, the paper writing has no clear sense of purpose or central theme.
3	The writer has defined the topic, even though development is still basic or general.
5	The paper is clear and focused. It holds the reader's attention. Relevant anecdotes and detail enrich the central theme or storyline.

Writing scoring rubric (cont.)

2. WRITING: ORGANIZATION

Organization is the internal structure of the piece. Think of it as being like an animal's skeleton, or the framework of a building under construction. Organization holds the whole thing together. That's why it's such an important trait. Many students say it is also one of the hardest traits to master.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.),
1	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion—or else there is no identifiable internal structure.
3	The organizational structure is strong enough to move the reader through the text without undue confusion.
5	The organization enhances and showcases the central idea or storyline. The order, structure, or presentation of information is compelling and moves the reader through the text.

Writing scoring rubric (cont.)

3. WRITING: VOICE

Writing that's alive with voice is engaging, hard to put down; voiceless writing is a chore to read. Voice is the personal imprint of the writer on the page, and so is different with each writer. Each voice is unique. Voice is part concern for the reader, part enthusiasm for the topic, and part personal style. Voice also differs somewhat with purpose and audience.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic.
3	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.
5	The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text, is sensitive to the needs of an audience, and is writing to be read.

Writing scoring rubric (cont.)

4. WRITING: WORD CHOICE Careful writers seldom settle for the first word that comes to mind. They constantly search for the "just right" word or phrase that will help a reader get the point.	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The writer struggles with a limited vocabulary, searching for words to convey meaning.
3	The language is functional, even if it lacks punch; it is easy to figure out the writer's meaning on a general level.
5	Words convey the intended message in a precise, interesting, and natural way.

Writing scoring rubric (cont.)

5. WRITING: SENTENCE FLUENCY

Fluent writing is graceful, varied, rhythmic - almost musical. It's easy to read aloud. Sentences are well built. They move. They vary in structure and length. Each seems to flow right out of the one before. Strong sentence fluency is marked by logic, creative phrasing, parallel construction, alliteration, and word order that make interpretive reading feel simple and natural.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.
3	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.
5	The writing has an easy flow and rhythm when read aloud. Sentences are well built, with strong and varied structure that invites expressive oral reading.

Writing scoring rubric (cont.)

6. WRITING: CONVENTIONS	
Almost anything that a copy editor would deal with comes under the heading of conventions. This includes spelling, punctuation, grammar and usage, capitalization, and paragraph indentation. It does not include such things as handwriting or neatness. Though appearance is important, it is not the same thing as correctness, so it is important not to assess them together.	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	Errors in spelling, punctuation, usage and grammar, capitalization, and/or paragraphing repeatedly distract the reader and make the text difficult to read.
3	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.
5	The writer demonstrates a good grasp of standard writing conventions and uses conventions effectively to enhance readability. Errors tend to be so few and so minor that the reader can easily overlook them unless hunting for them specifically.

SPEAKING SCORING RUBRIC

The rubric presented is from the Northwest Regional Educational Laboratory's *E.A.R.—Conceptual Framework Of The Traits Of Competent Oral Communication.* (See Appendix C for further information.)

1. SPEAKING: EFFECTIVENESS Effectiveness in speaking is how ideas are chosen, developed, used, and organized to support goals and purpose.	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	Ideas are generally not relevant; language and word choices are undeveloped or generally abstract.
3	Ideas do not detract from the group purpose; language and word choices are generally concrete.
5	Ideas make a contribution to the group purpose; language and word choices are concrete and familiar to other group members.

Speaking scoring rubric (cont.)

2. SPEAKING: APPROPRIATENESS Appropriateness in speech is how ideas are chosen, developed, and used appropriately for different audiences, occasions, and settings.	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	Language used may not always reflect social awareness or appropriateness; responses to others may be rude or devaluing.
3	Language is free of bias; use of abstract language is limited; language used is socially appropriate; responses to others are not rude or devaluing.
5	Student may demonstrate "code-switching" when interacting with different groups; responses to others are courteous and tactful—words chosen reflect an appreciation and valuing of other members.

Speaking scoring rubric (cont.)

3. SPEAKING: RESPONSIVENESS Responsiveness is defined as how speaking reflects responsiveness to others.	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	Ideas are not focused or developed.
3	The main idea is evident.
5	Ideas are clearly evident, developed, and supported.

LISTENING SCORING RUBRIC

The rubric presented is from the Northwest Regional Educational Laboratory's *Conceptual Framework of the Traits of Competent Oral Communication. (See Appendix C for further information.)*

1. LISTENING: EFFECTIVENESS

Note: Effectiveness, as previously defined for measuring speaking, is not appropriate for measuring listening.

2. LISTENING: APPROPRIATENESS

Appropriateness is when listening behavior is appropriately demonstrated for different audiences, occasions, and settings.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	Behaviors displayed may be appropriate for a different communication context but not appropriate for the present context.
3	Basic environmental rules of communication are evident; an awareness of group norms is still developing; turn taking is generally demonstrated.
5	An awareness of the rules, norms, and social courtesies within a particular communication environment is demonstrated by appropriate behaviors.

Listening scoring rubric (cont.)

3. LISTENING: RESPONSIVENESS Responsiveness in listening is how listening behaviors reflect responsiveness to others.	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	Listening behaviors may appear passive; may be disruptive; facial and other physical responses may indicate a negative attitude or a premature judgment.
3	Listening behaviors appear to be intermittently active and/or passive; facial expressions are used sometimes to show interest, disinterest, or disagreement.
5	Active nonverbal listening behaviors are demonstrated while others are talking; facial expressions are used to convey interest or questions.

Part C: Scoring sheet for language proficiency

Name of student: _____ Grade: _____ ☐ **Baseline** ☐ **Post Assessment**

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 14: List of Accommodations)

L1 (Native Language): **1 2 3 4 5 6 7 8 9 10** **Date:**_____

L2 (English) **1 2 3 4 5 6 7 8 9 10** **Date:**_____

Circle the appropriate score for each skill in the following matrix: (see Sec.6, pp. 27-43 for Scoring Rubrics)

Baseline scores Skill Area	Scores obtained when assessed in L1 Partially Proficient		Proficient	Advanced Proficient	Scores obtained when assessed in English Partially Proficient		Proficient	Advanced Proficient
READING								
Decoding Conventions	0	1	3	5	0	1	3	5
Establishing Comprehension	0	1	3	5	0	1	3	5
Realizing Context	0	1	3	5	0	1	3	5
Practicing Interpretation	0	1	3	5	0	1	3	5
Integrating For Synthesis	0	1	3	5	0	1	3	5
Critiquing for Evaluation	0	1	3	5	0	1	3	5
WRITING								
Ideas and Content	0	1	3	5	0	1	3	5
Organization	0	1	3	5	0	1	3	5
Voice	0	1	3	5	0	1	3	5
Word Choice	0	1	3	5	0	1	3	5
Sentence Fluency	0	1	3	5	0	1	3	5
Conventions	0	1	3	5	0	1	3	5
SPEAKING								
Effectiveness	0	1	3	5	0	1	3	5
Appropriateness	0	1	3	5	0	1	3	5
Responsiveness	0	1	3	5	0	1	3	5
LISTENING								
Effectiveness*	*Note: Effectiveness, as previously defined, is not appropriate for measuring listening							
Appropriateness	0	1	3	5	0	1	3	5
Responsiveness	0	1	3	5	0	1	3	5

SECTION SEVEN—
Development of Assessment Instruments For Initial Instructional Placement of English Language Learners in Mathematics and Reading

Regardless of whether a child is poor or rich, speaks English or another language, is white or brown, is native-American or any other ethnicity, all children pass through similar stages of cognitive development. However, individuals may have different mental "growth spurts" and are not able to think at higher levels than what they are ready for. Thus, initial assessment for program placement is an important need for teachers as well as the student him/herself.

Ability to speak English in a naturalistic situation may NOT predict ability to learn academic material in English.

Skills measured for initial instructional placement in mathematics

Initial program placement for mathematics instruction will be measured by developing performance-based tasks for the following skill areas:

- Calculations and estimations
- Measurement
- Statistics and probability
- Algebraic relationships
- Geometry

Skills measured for initial instructional placement in reading

Initial program placement for reading will be measured by developing performance-based tasks for the following skill areas:

- Word meaning
- Literary elements and devices
- Literary forms
- Evaluative comprehension
- Literal comprehension
- Inferential information

The following checklists will assist you in determining a student's initial instructional placement for instruction in reading and mathematics. Assessing students exclusively in English, a language in which they are not highly proficient, may not accurately reflect their level of knowledge related to the content of the test; therefore assess ELLs in their native language when feasible or utilize the accommodations presented, as appropriate, in Section Four.

Assess content knowledge when English skills are weak through graphic-based means (drawings, charts, tables, diagrams).

For examples of performance-based assessments and a detailed discussion of alternative assessment, and if you have Internet access, you may wish to visit the website:

gopher://aspensys3.aspensys.com/00/education/eric/publications/review/issues/all.asc

Examples may also be found in these publications:

- Farr, B. -Assessment Alternatives for Diverse Classrooms;
- Hibbard, K.M. -A Teacher's Guide to Performance-Based Learning and Assessment
- O'Malley, J.M - Authentic Assessment For English Language

All are listed in the bibliography section of this document.

Your assessment for initial instructional mathematics program placement will have five tasks, one task for each skill area.

Your assessment for initial instructional reading program placement will measure six skills; this could be done in one task, or in six tasks each measuring a separate skill area.

Mathematics

Part A: Checklist of contents to be included in the development of performance-based task for initial instructional mathematics program placement

You will be developing five performance-based assessment tasks, one task to measure each of the skills listed below— Calculations and Estimations, Measurement, Principals of Statistics and Probability, Algebraic Relationships, and Geometry — for a total of five tasks. Your tasks would obviously need be tailored to (1) the ELL's cognitive developmental level (use age as a guide); (2) language proficiency in English and in their native language (some children may be proficient in their native language, others may not be); and (3) culture (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.).

The tasks may be developed in L1 or in English. Use the following checklist to ensure that the criteria listed are included in the tasks you develop.

Initial Instructional Mathematics Program Placement Contents Checklist*

Instructions: Check each box under "Skill area" once you have included the content item in your assessment task. If needed, a "Comments" section is provided for your notes under each skill.

SKILL AREA ONE—CALCULATIONS AND ESTIMATIONS

Does the task provide a means for the student to do:

☐ 1 Calculations and estimations with whole numbers
Comments:

☐ 2. Calculations and estimations with fractions
Comments:

☐ 3. Calculations and estimations with decimals
Comments:

SKILL AREA TWO—MEASUREMENT

Does the task provide a means for the student to do:

☐ 4. Measurement involving length
Comments:

☐ 5. Measurement involving perimeter
Comments:

☐ 6. Measurement involving area
Comments:

☐ 7. Measurement involving volume
Comments:

SKILL AREA THREE—PRINCIPLES OF STATISTICS AND PROBABILITY

Does the task provide a means for the student to do:

☐ 8. Analysis of data
Comments:

☐ 9. Making of predictions
Comments:

SKILL AREA FOUR—ALGEBRAIC RELATIONSHIPS

Does the task provide a means for the student to do:

☐ 10 Determination of a pattern
Comments:

☐ 11. Determination of a function
Comments:

SKILL AREA FIVE—GEOMETRY

Does the task provide a means for the student to do:

☐ 12. Classification of shapes
Comments:

☐ 13. Representation of geometric figures
Comments:

*Oregon Department of Education. Education Mathematics Test

Part B: Mathematics scoring rubric for initial instructional program placement

The following rubric may be used in scoring the mathematical problems for any grade level.

MATHEMATICS	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student's work does not provide any indication, not even remotely, that the student has any idea of how to solve the problem.
3	The student's work shows a logical understanding of how to solve the problem. However, the response will not lead to a correct answer.
5	The student's work shows a logical understanding of how to reach a correction solution to the problem with no errors.

Part C: Scoring sheet for mathematics initial instruction program placement

Name of student: _____ Grade: _____ ☐ **Baseline** ☐ **Post Assessment**

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 14: List of Accommodations)

L1 (Native Language): **1 2 3 4 5 6 7 8 9 10** **Date:**_____

L2 (English) **1 2 3 4 5 6 7 8 9 10** **Date:**_____

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 49 for Scoring Rubric)

Baseline scores Skill Area	Scores obtained when assessed in L1				Scores obtained when assessed in English			
		Partially Proficient	Proficient	Advanced Proficient		Partially Proficient	Proficient	Advanced Proficient
Calculations and estimations	0	1	3	5	0	1	3	5
Measurement	0	1	3	5	0	1	3	5
Statistics and probability	0	1	3	5	0	1	3	5
Algebraic relationships	0	1	3	5	0	1	3	5
Geometry	0	1	3	5	0	1	3	5

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Reading

Part D: Checklist of contents to be included in the development of performance-based tasks for initial instructional reading program placement

You will be developing either one performance-based task that will encompass all of the questions or six performance-based tasks (one for each question) that measure the reading proficiency of your student. Your task or tasks would obviously need be tailored to (1) the ELLs cognitive developmental level (in most cases, use age as a guide); (2) language proficiency in English and their in native language (some children may be proficient in their native language others may not be); and (3) culture (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.).

The tasks may be developed in L1 or English. Use the following Checklist to ensure that the criteria listed below are included in the tasks you are developing.

Initial Instructional Reading Program Placement Contents Checklist*

Instructions: Check each box once you have included this item in your assessment task and can respond affirmatively to the question being presented. If needed, a "Comments" section is provided for your notes under each skill.

☐ 1. Does the task provide a means to measure word meaning?
Comments:

☐ 2. Does the task provide a means to measure literary elements and devices?
Comments:

☐ 3. Does the task provide a means to measure literary forms?
Comments:

☐ 4. Does the task provide a means to measure evaluative comprehension?
Comments:

☐ 5. Does the task provide a means to measure literal comprehension?
Comments:

☐ 6. Does the task provide a means to measure inferential comprehension?
Comments:

Part E: Reading scoring rubric for initial instructional program placement

Adapt this rubric to the individual's development level and particular linguistic and cultural background.

The following rubric may be used for scoring reading skills in any grade level.

	READING
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.)
1	The student attempts to address the skill but incorrectly.
3	The student shows an understanding of the skill but is inconsistent.
5	The student addresses the skill and applies it consistently.

Part F: Scoring sheet for Reading initial instructional program placement

Name of student: _____ Grade: _____ ☐ **Baseline** ☐ **Post Assessment**

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 14: List of Accommodations)

L1 (Native Language): **1 2 3 4 5 6 7 8 9 10** **Date:**_____

L2 (English) **1 2 3 4 5 6 7 8 9 10** **Date:**_____

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 52 for Scoring Rubric)

Baseline scores Skill Area	Scores obtained when assessed in L1				Scores obtained when assessed in English			
		Partially Proficient	Proficient	Advanced Proficient		Partially Proficient	Proficient	Advanced Proficient
Word Meaning	0	1	3	5	0	1	3	5
Literary Elements & Devices	0	1	3	5	0	1	3	5
Literary Forms	0	1	3	5	0	1	3	5
Evaluative Comprehension	0	1	3	5	0	1	3	5
Literal Comprehension	0	1	3	5	0	1	3	5
Inferential Comprehension	0	1	3	5	0	1	3	5

SECTION EIGHT—
Development of Assessment Instruments to Measure Academic Achievement of English Language Learners in Mathematics and Reading

These checklists will assist you in developing a performance-based instrument that will determine a student's academic progress, skills, and weaknesses as they relate to the content curriculum in reading and mathematics provided the curriculum will be (baseline testing) or has been (post intervention testing) addressed by you with your English Language Learners (ELLs).

For examples of performance-based assessments and a detailed discussion of alternative assessment, and if you have Internet access, you may wish to visit the website:

gopher://aspensys3.aspensys.com/00/education/eric/publications/review/issues/all.asc

Examples may also be found in these publications:

- Farr, B. -Assessment Alternatives for Diverse Classrooms;
- Hibbard, K.M. -A Teacher's Guide to Performance-Based Learning and Assessment or
- O'Malley, J.M - Authentic Assessment For English Language

listed in the bibliography section of this document.

Provide the detailed assessments in both the native language and English. Initial assessments made in English, as well as in the native language, will serve as baseline information to measure growth over time in the content areas as presented in English or in the native language.

Use appropriate testing accommodations for the student.

Each of the skills included in the checklists for reading and mathematics for ELLs are those same skills included in the 1996 NAEPs, and the projected National Voluntary Tests and were drawn directly from the *Reading Framework for the National Assessment of Educational Progress: 1992-1998* and

Mathematics Framework for the 1996 National Assessment of Educational Progress. By developing your assessments with these checklists your students will be a step ahead of other students should your ELLs take the NAEPs and/or the National Voluntary Tests since they will have already been exposed to the content that would be tested in those situations.

ASSESSMENT TO MEASURE ACADEMIC ACHIEVEMENT IN MATHEMATICS

To assess the mathematics academic achievement of English Language Learners, develop a special performance-based task for each of the following five skill areas:

Mathematics Framework for the 1996 National Assessment of Educational Progress

1. **Number Sense, Properties, and Operations**—this area focuses on students' understanding of numbers (whole numbers, fractions, decimals, integers, real numbers, and complex numbers), operations, and estimation, and their application to real-world situations.

2. **Measurement**— this area focuses on an understanding of the process and on the use of numbers and measures to describe and compare mathematical and real-world objects.

3. **Geometry and Spatial Sense**—this area extends well beyond low-level identification of geometric shapes into informal constructions and demonstrations (including drawing representations) in both formal and informal setting.

4. **Data Analysis, Statistics, and Probability**—this area emphasizes appropriate methods for gathering data, the visual exploration of data, a variety of ways of representing data, and the development and evaluation of arguments based on data analysis.

5. **Algebra and Functions (patterns)**—this area focuses on the use of algebraic notation and thinking in meaningful contexts to solve mathematical and real-world problems, specifically addressing an increasing understanding of the use of functions (including algebraic and geometric) as a representational tool.

Your assessment for math would have five tasks, one task for each skill area.

Mathematics

Part A: Checklist of contents to be included in the development of a performance-based assessment to measure mathematical achievement for students in grades 1, 2, 3, or 4.

You will be developing five tasks —one for each for the five skill areas: "Number Sense," "Properties and Operations," "Measurement;" "Geometry and Spatial Sense," "Data Analysis, Statistics, and Probability," and "Algebra and Functions" — that will measure the mathematics academic achievement of your ELL student. These tasks may be developed in L1 or English.

With a copy of your specific content standards (see Section 2), construct your performance-based mathematics achievement assessment. Skills assessed should be those included in what you are or will be teaching to your students.

Use the checklist designed specifically for grades 1, 2, 3, or 4, to ensure that the criteria listed are included in the task you are developing.

Performance-based Assessment to Measure Mathematical Achievement: Grades 1-4 Contents Checklist

Instructions: Check each box under "Content" once you have included this item in the assessment task. Should you not address the area listed, provide a rationale in the "Comments" section provided. If applicable, place a reference number for the content standard being measured under "Reference Number" (if not applicable, write in N/A). (Note: Do not think some numbered or lettered skills are missing; they do not appear because they are not appropriate for the particular grade level.)

SKILL AREA 1—NUMBER SENSE, PROPERTIES, AND OPERATIONS:

The assessment for this skill at these grade levels will emphasize the development of number sense through the connection of a variety of models to their numerical representations, as well as emphasizing an understanding of the meaning of addition, subtraction, multiplication, and division. These concepts will be addressed for whole numbers, simple fractions, and decimals when appropriate for the grade level, with continual emphasis on the use of models and their connection to the use of symbols.

Content — Reference Number

Does the task provide a means for the student to:

1. Relate counting, grouping, and place value

☐ 1a. Use place value to model and describe whole numbers and decimals _____
Comments:

Does the task provide a means for the student to:

2. Represent numbers and operations in a variety of equivalent forms using models, diagrams, and symbols

☐ 2a. Model numbers using set models such as counters _____
Comments:

☐ 2b. Model numbers using number lines _____
Comments:

Math Achievement Contents Checklist, Grades 1-4 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
☐ 2c.	Use two-and three-dimensional region models to describe numbers Comments:	_____
☐ 2d.	Use other models appropriate to a given situation (e.g., draw diagrams to represent a number or an operation, write a number sentence to fit a situation or describe a situation to fit a number sequence; interpret calculator or computer displays) Comments:	_____
☐ 2e.	Read, write, rename, order, and compare numbers Comment:	_____
Does the task provide a means for the student to:		
3.	**Compute with numbers (i.e., add, subtract, multiply, divide)**	
☐ 3a	Apply basic properties of operations Comments:	_____
☐ 3b.	Describe effect of operations on size and order of numbers Comments:	_____
☐ 3c.	Describe features of algorithms (e.g., regrouping with or without manipulatives, partial products) Comments:	_____
☐ 3d.	Select appropriate computation method (e.g., pencil and paper, calculator, mental arithmetic) Comments:	_____
Does the task provide a means for the student to:		
4.	**Use computation and estimation in applications**	
☐ 4a.	Round whole numbers, decimals, and fractions in meaningful contexts Comments:	_____

Math Achievement Contents Checklist, Grades 1-4 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
4b.	**Make estimates appropriate to a given situation**	
☐ 4b-i.	Know when to estimate Comments:	_____
☐ 4b-ii.	Select appropriate type of estimate (overestimate, underestimate, range of estimate) Comments:	_____
☐ 4b-iii.	Describe order of magnitude (estimation related to place value: scientific notation) Comments:	_____
☐ 4c.	Select appropriate method of estimation (e.g, front end, rounding) Comments:	_____
☐ 4d.	Solve application problems involving numbers and operations, using exact answers or estimates, as appropriate Comments:	_____
4f.	**Verify solutions and determine the reasonableness of results**	
☐ 4f-i.	in real-world situations Comments:	_____
Does the task provide a means for the student to:		
6.	**Use elementary number theory**	
☐ 6a.	Describe odd and even numbers and their characteristics Comments:	_____

Math Achievement Contents Checklist, Grades 1-4 (cont.)

SKILL AREA 2—MEASUREMENT

In these grades, when appropriate, the focus is on time, money, temperature, length, perimeter, area, weight/mass, and angle measure.

Content — Reference Number

Does the task provide a means for the student to:

☐ 1. **Estimate the size of an object or compare objects with respect to a given attribute** (e.g., length, area, capacity, volume, and weight/mass) _____
Comments:

Does the task provide a means for the student to:

☐ 2. **Select and use appropriate measurement instruments** (e.g., manipulatives such as ruler, meter stick, protractor, thermometer, scales for weight or mass, and gauges) _____
Comments:

Does the task provide a means for the student to:

3. **Select and use appropriate units of measurement, according to two criteria:**

☐ 3a. Type of unit _____
Comments:

☐ 3b. Size of unit _____
Comments:

Does the task provide a means for the student to:

☐ 9. **Select appropriate methods of measurement (e.g., direct or indirect)** _____
Comments:

Math Achievement Contents Checklist, Grades 1-4 (cont.)

SKILL AREA 3—GEOMETRY AND SPATIAL SENSE

For these grades students are expected, when appropriate, to model properties of shapes under simple combinations and transformations, and they are expected to use mathematical communication skills to draw figures given a verbal description.

Content	Reference Number
Does the task provide a means for the student to:	
1. **Describe, visualize, draw, and construct geometric figures**	
☐ 1a. Draw or sketch a figure given a verbal description Comments:	_____
Does the task provide a means for the student to:	
☐ 2. **Investigate and predict results of combining, subdividing, and changing shapes** (e.g., paper folding, dissecting, tilting, and rearranging pieces of solids) Comments:	_____
Does the task provide a means for the student to:	
3. **Identify the relationship (congruence, similarity) between a figure and its image under a transformation**	
☐ 3a Use motion geometry (informal; lines of symmetry, flips, turns, and slides) Comments:	_____
Does the task provide a means for the student to:	
6. **Apply geometric properties and relationships in solving problems**	
☐ 6a. Use concepts of 'between,' 'inside,' 'on,' and 'outside' Comments:	_____

Math Achievement Contents Checklist, Grades 1-4 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
7.	**Establish and explain relationships involving geometric concepts**	
☐ 7a.	Make conjectures Comments:	_____
☐ 7b.	Validate and justify conclusions and generalizations Comments:	_____
Does the task provide a means for the student to:		
☐ 8.	Represent problem situations with geometric models and apply properties of figures in meaningful contexts to solve mathematical and real-world problems Comments:	_____

Math Achievement Contents Checklist, Grades 1-4 (cont.)

SKILL AREA 4—DATA ANALYSIS, STATISTICS, AND PROBABILITY

Students in these grades, when appropriate, will be expected to apply their understanding of number and quantity by solving problems involving data analysis, familiarity with a variety of graphs, make predictions from data, deal informally with measures of central tendency, and use the basic concept of chance.

Content — Reference Number

Does the task provide a means for the student to:

1. **Read, interpret, and make predictions using tables and graphs**

☐ 1a. Read and interpret data _____
Comments:

☐ 1b. Solve problems by estimating and computing with data _____
Comments:

Does the task provide a means for the student to:

2. **Organization and display data and make inferences**

☐ 2a. Use tables, histograms (bar graphs), pictograms, and line graphs _____
Comments:

Does the task provide a means for the student to:

10. Determine the probability of a simple event

☐ 10b. Use sample spaces and the definition of probability to describe events _____
Comments:

Does the task provide a means for the student to:

11. **Apply the basic concept of probability to real-world situations**

☐ 11a. Informal use of probabilistic thinking _____
Comments:

Math Achievement Contents Checklist, Grades 1-4 (cont.)

SKILL AREA 5—ALGEBRA AND FUNCTIONS

For these grades, when appropriate, assessment will involve demonstration of students' abilities to generalize from patterns, including the justification of their generalizations; students will be expected to translate between mathematical representations, to use simple equations, and to do basic graphing.

Content — Reference Number

Does the task provide a means for the student to:

1. **Describe, extend, interpolate, transform, and create a wide variety of patterns and functional relationships**

☐ 1a. Recognize patterns and sequences _____
Comments:

☐ 1b. Extend a pattern or functional relationship _____
Comments:

☐ 1e. Create an example of a pattern or functional relationship _____
Comments:

Does the task provide a means for the student to:

☐ 2. **Use multiple representations for situations to translate among diagrams, models, and symbolic expressions** _____
Comments:

Does the task provide a means for the student to:

3. **Use number lines and rectangular coordinate systems as representational tools**

☐ 3a. Identify or graph sets of points on a number line or in a rectangular coordinate system _____
Comments:

Math Achievement Contents Checklist, Grades 1-4 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
4. **Represent and describe solutions to linear equations and inequalities to solve mathematical and real-world problems**	
☐ 4a. Solution sets of whole numbers Comments:	_____
Does the task provide a means for the student to:	
7. Use mathematical reasoning	
☐ 7a. Make conjectures Comments:	_____
☐ 7b. Validate and justify conclusions and generalizations Comments:	_____

(Now that you have had this experience, if you have any suggestions to make this exercise more user-friendly for other teachers, please let us know. If we use your suggestions you will be duly credited in the next edition of this guidebook.)

Part B: Checklist of contents to be included in the development of a performance-based assessment to measure mathematical achievement for students in grades 5, 6, 7, or 8.

You will be developing five tasks —one for each for the five skill areas: "Number Sense, Properties and Operations," "Measurement;" "Geometry and Spatial Sense," "Data Analysis, Statistics, and Probability," and "Algebra and Functions" — that will measure the mathematics academic achievement of your ELL student. These tasks may be developed in L1 or English.

With a copy of your specific content standards (see Section 2), construct your performance-based mathematics achievement assessment. Skills assessed should be those included in what you are or will be teaching to your students.

Use the checklist designed specifically for grades 5, 6, 7,or 8, to ensure that the criteria listed are included in the task you are developing.

Performance-based Assessment to Measure Mathematical Achievement: Grades 5-8 Contents Checklist

Instructions: Check each box under "Content" once you have included this item in the assessment task. Should you not address the area listed, provide a rationale in the "Comments" section provided. If applicable, place a reference number for the content standard being measured under "Reference Number" (if not applicable, write in N/A). (Note: Do not think some numbered or lettered skills are missing; they do not appear because they are not appropriate for the particular grade level.)

SKILL AREA 1—NUMBER SENSE, PROPERTIES, AND OPERATIONS:

The assessment for this skill at these grades will include number sense extended to include both positive and negative numbers and will address properties and operations involving whole numbers, fractions, decimals, integers, and rational numbers. The use of ratios and proportional thinking to represent situations involving quantity is a major focus at these grades, when appropriate, and students will be expected to know how to read, use, and apply scientific notation to represent large and small numbers.

Content	Reference Number
Does the task provide a means for the student to:	
1. **Relate counting, grouping, and place value**	
☐ 1a. Use place value to model and describe whole numbers and decimals Comments:	_____
☐ 1b. Use scientific notation in meaningful contexts Comments:	_____
Does the task provide a means for the student to:	
2. **Represent numbers and operations in a variety of equivalent forms using models, diagrams, and symbols**	
☐ 2b. Model numbers using number lines Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content		Reference Number
☐ 2c.	Use two-and three-dimensional region models to describe numbers Comments:	_____
☐ 2d.	Use other models appropriate to a given situation (e.g., draw diagrams to represent a number or an operation, write a number sentence to fit a situation or describe a situation to fit a number sequence; interpret calculator or computer displays) Comments:	_____
☐ 2e.	Read, write, rename, order, and compare numbers. Comments:	_____
Does the task provide a means for the student to:		
3.	**Compute with numbers (i.e., add, subtract, multiply, divide)**	
☐ 3a.	Apply basic properties of operations Comments:	_____
☐ 3b.	Describe effect of operations on size and order of numbers Comments:	_____
☐ 3c.	Describe features of algorithms (e.g., regrouping with or without manipulatives, partial products) Comments:	_____
☐ 3d.	Select appropriate computation method (e.g., pencil and paper, calculator, mental arithmetic) Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
4.	**Use computation and estimation in applications**	
☐ 4a.	Round whole numbers, decimals, and fractions in meaningful contexts Comments:	_____
Does the task provide a means for the student to:		
4b.	**Make estimates appropriate to a given situation.**	
☐ 4b-i.	Know when to estimate Comments:	_____
☐ 4b-ii.	Select appropriate type of estimate (overestimate, underestimate, range of estimate) Comments:	_____
☐ 4b-iii.	Describe order of magnitude (estimation related to place value: scientific notation) Comments:	_____
☐ 4c.	Select appropriate method of estimation (e.g., front end, rounding) Comments:	_____
☐ 4d.	Solve application problems involving numbers and operations, using exact answers or estimates, as appropriate Comments:	_____
4f.	Verify solutions and determine the reasonableness of results	
☐ 4f-i.	in real-world situations Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
5.	**Apply ratios and proportional thinking in a variety of situations**	
☐ 5a.	Use ratios to describe situations Comments:	_____
☐ 5b.	Use proportions to model problems Comments:	_____
☐ 5c.	Use proportional thinking to solve problems (including rates, scaling, and similarity) Comments:	_____
☐ 5d.	Understand the meaning of percent (including percents greater than100 and less than 1) Comments:	_____
☐ 5e.	Solve problems involving percent Comments:	_____
Does the task provide a means for the student to:		
6.	**Use elementary number theory**	
☐ 6a.	Describe odd and even numbers and their characteristics Comments:	_____
☐ 6b.	Describe number patterns Comments:	_____
☐ 6c.	Use factors and multiples to model and solve problems Comments:	_____
☐ 6d.	Describe prime numbers Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

SKILL AREA 2—MEASUREMENT

In these grades, when appropriate, the focus shifts to more complex measurement problems that involve volume or surface area or that require students to combine shapes, translate, and apply measures, proportional thinking such as scale drawing or map reading, and applications that involve the use of complex measurement formulas. When appropriate and possible, measurement will be assessed with real measuring devices.

Content	Reference Number
Does the task provide a means for the student to:	
☐ 1. **Estimate the size of an object or compare objects with respect to a given attribute** (e.g., length, area, capacity, volume, and weight/mass) Comments:	_____
Does the task provide a means for the student to:	
☐ 2. **Select and use appropriate measurement instruments** (e.g., manipulatives such as ruler, meter stick, protractor, thermometer, scales for weight or mass, and gauges) Comments:	_____
Does the task provide a means for the student to:	
3. **Select and use appropriate units of measurement, according to two criteria:**	
☐ 3a. Type of unit Comments:	_____
☐ 3b. Size of unit Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
4. **Estimate, calculate (using basic principles or formulas), or compare perimeter, area, volume, and surface area in meaningful contexts to solve mathematical and real-world problems**	
☐ 4a. Solve problems involving perimeter and area (e.g., triangles,quadrilaterals, other polygons, circles, and combined forms) Comments:	_____
Does the task provide a means for the student to:	
☐ 5. **Apply given measurement formulas for perimeter, area, volume, and surface area in problem settings** Comments:	_____
Does the task provide a means for the student to:	
☐ 6. **Convert from one measurement to another within the same system** (customary or metric) Comments:	_____
Does the task provide a means for the student to:	
7. **Determine precision, accuracy, and error**	
☐ 7a. Apply significant digits in meaningful contexts Comments:	_____
☐ 7b. Determine appropriate size of unit of measurement in problem situations Comments:	_____
☐ 7c. Apply concepts of accuracy of measurement in problem situations Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
☐ 8. **Make and read scale drawings** Comments:	_____
Does the task provide a means for the student to:	
☐ 9. **Select appropriate methods of measurement** (e.g., direct or indirect) Comments:	_____
Does the task provide a means for the student to:	
☐ 10. **Apply the concept of rate to measurement situations** Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

SKILL NUMBER 3—GEOMETRY AND SPATIAL SENSE

Students in these grades, when appropriate, are expected to have extended their understanding to include properties of angles and polygons and to apply reasoning skills to make and validate conjectures about transformations and combinations of shapes.

Content	Reference Number
Does the task provide a means for the student to:	
1. **Describe, visualize, draw, and construct geometric figures**	
☐ 1a. Draw or sketch a figure given a verbal description Comments:	_____
☐ 1b. Given a figure, write a verbal description of its geometric qualities Comments:	_____
Does the task provide a means for the student to:	
☐ 2. **Investigate and predict results of combining, subdividing, and changing shapes** (e.g., paper folding, dissecting, tilting, and rearranging pieces of solids) Comments:	_____
Does the task provide a means for the student to:	
3. **Identify the relationship (congruence, similarity) between a figure and its image under a transformation**	
☐ 3a. Use motion geometry (informal; lines of symmetry, flips, turns, and slides) Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
4.	**Describe the intersection of two or more geometric figures**	
☐ 4a.	Two dimensional Comments:	_____
☐ 4b.	Planar cross-section of a solid Comments:	_____
Does the task provide a means for the student to:		
☐ 5.	**Classify figures in terms of congruence and similarity, and informally apply these relationships using proportional reasoning where appropriate** Comments:	_____
Does the task provide a means for the student to:		
6.	**Apply geometric properties and relationships in solving problems**	
☐ 6a.	Use concepts of 'between,' 'inside,' 'on,' and 'outside' Comments:	_____
☐ 6b.	Use the Pythagorean relationship to solve problems Comments:	_____
Does the task provide a means for the student to:		
7.	**Establish and explain relationships involving geometric concepts**	
☐ 7a.	Make conjectures Comments:	_____
☐ 7b.	Validate and justify conclusions and generalizations Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
☐ 7c. Use informal induction and deduction Comments:	_____
Does the task provide a means for the student to:	
☐ 8. **Represent problem situations with geometric models and apply properties of figures in meaningful contexts to solve mathematical and real-world problems** Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

SKILL AREA 4—DATA ANALYSIS, STATISTICS, AND PROBABILITY

Students in these grades, when appropriate, will be expected to analyze statistical claims and design experiments using simulations to model real-world situations; students will have some understanding of sampling and be able to make predictions based on experiments or data; and students will begin to use some formal terminology related to probability, data analysis, and statistics.

Content		Reference Number
Does the task provide a means for the student to:		
1.	**Read, interpret, and make predictions using tables and graphs**	
☐ 1a.	Read and interpret data Comments:	_____
☐ 1b.	Solve problems by estimating and computing with data Comments:	_____
☐ 1c.	Interpolate or extrapolate from data Comments:	_____
Does the task provide a means for the student to:		
2.	**Organization and display data and make inferences**	
☐ 2a.	Use tables, histograms (bar graphs), pictograms, and line graphs Comments:	_____
☐ 2b.	Use circle graphs and scattergrams Comments:	_____
☐ 2c.	Use stem-and-leaf plots and box-and-whisker plots Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
☐ 2d. Make decisions about outliers Comments:	_____
Does the task provide a means for the student to:	
3. **Understand and apply sampling, randomness, and bias in data collection**	
☐ 3a. Given a situation, identify sources of sampling error Comments:	_____
☐ 3b. Describe a procedure for selecting an unbiased sample Comments:	_____
☐ 3c. Make generalizations based on sample results Comments:	_____
Does the task provide a means for the student to:	
☐ 4. **Describe measures of central tendency and dispersion in real-world situations** Comments:	_____
Does the task provide a means for the student to:	
6. **Understand and reason about the use and misuse of statistics in our society**	
☐ 6a. Given certain situations and reported results, identify faulty arguments or misleading presentations of the data Comments:	_____
☐ 6b. Appropriately apply statistics to real-world situations Comments:	_____
Does the task provide a means for the student to:	
☐ 8. **Design a statistical experiment to study a problem and communicate the outcomes** Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
☐ 9.	Use basic concepts, trees, and formulas for combinations, permutations, and other counting techniques to determine the number of ways an event can occur Comments:	_____
Does the task provide a means for the student to:		
10.	**Determine the probability of a simple event**	
☐ 10a.	Estimate probabilities by use of simulations Comments:	_____
☐ 10b.	Use sample spaces and the definition of probability to describe events Comments:	_____
☐ 10c.	Describe and make predictions about expected outcomes Comments:	_____
Does the task provide a means for the student to:		
11.	**Apply the basic concept of probability to real-world situations**	
☐ 11a.	Make informal use of probabilistic thinking Comments:	_____
☐ 11b.	Use probability related to independent and dependent events Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

SKILL AREA 5—ALGEBRA AND FUNCTIONS

For these grades, when appropriate, the assessment will include more algebraic notation, stressing the meaning of variable and an informal understanding of the use of symbolic representations in problem-solving contexts; use of variables to represent a rule underlying a pattern; understanding of equations as a modeling tool; solve simple equations and inequalities , including both graphical and basic algebraic methods; and begin to use basic concepts of functions as a way of describing relationships.

Content		Reference Number
Does the task provide a means for the student to:		
1.	**Describe, extend, interpolate, transform, and create a wide variety of patterns and functional relationships**	
☐ 1a.	Recognize patterns and sequences Comments:	_____
☐ 1b.	Extend a pattern or functional relationship Comments:	_____
☐ 1c.	Given a verbal description, extend or interpolate with a pattern (complete a missing term) Comments:	_____
☐ 1d.	Translate patterns from one context to another Comments:	_____
☐ 1e.	Create an example of a pattern or functional relationship Comments:	_____
☐ 1f.	Understand and apply the concept of a variable Comments:	_____
☐ 2.	**Use multiple representations for situations to translate among diagrams, models, and symbolic expressions** Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
3.	**Use number lines and rectangular coordinate systems as representational tools**	
☐ 3a.	Identify or graph sets of points on a number line or in a rectangular coordinate system Comments:	_____
☐ 3b.	Identify or graph sets of points in a polar coordinate system Comments:	_____
☐ 3c.	Work with applications using coordinates Comments:	_____
Does the task provide a means for the student to:		
4.	**Represent and describe solutions to linear equations and inequalities to solve mathematical and real-world problems**	
☐ 4a.	Solution sets of whole numbers Comments:	_____
☐ 4b.	Solution sets of real numbers Comments:	_____
Does the task provide a means for the student to:		
5.	**Interpret contextual situations and perform algebraic operations on real numbers and algebraic expressions to solve mathematical and real-world problems**	
☐ 5a.	Perform basic operations, using appropriate tools, on real numbers in meaningful contexts (including grouping and order of multiple operations involving basic operations, exponents, and roots) Comments:	_____

Math Achievement Contents Checklist, Grades 5-8 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
☐ 5b.	Solve problems involving substitution in expressions and formulas Comments:	4
☐ 5c.	Solve meaningful problems involving a formula with one variable Comments:	
☐ 5d.	Use equivalent forms to solve problems Comments:	
Does the task provide a means for the student to:		
6.	**Solve systems of equations and inequalities using appropriate methods**	
☐ 6a.	Solve systems graphically Comments:	
Does the task provide a means for the student to:		
7.	**Use mathematical reasoning**	
☐ 7a.	Make conjectures Comments:	
☐ 7b.	Validate and justify conclusions and generalizations Comments:	
☐ 7c.	Use informal induction and deduction Comments:	

(Now that you have had this experience, if you have any suggestions to make this exercise more user-friendly for other teachers, please let us know. If we use your suggestions you will be duly credited in the next edition of this guidebook.)

Part C: Checklist of contents to be included in the development of a performance-based assessment to measure mathematical achievement for students in grades 9, 10, 11, or 12.

You will be developing five tasks —one for each for the five skill areas: "Number Sense, Properties and Operations," "Measurement;" "Geometry and Spatial Sense," "Data Analysis, Statistics, and Probability," and "Algebra and Functions" — that will measure the mathematics academic achievement of your ELL student. These tasks may be developed in L1 or English.

With a copy of your specific content standards (see Section 2), construct your performance-based mathematics achievement assessment. Skills assessed should be those included in what you are or will be teaching to your students.

Use the checklist designed specifically for grades 9, 10, 11, or 12, to ensure that the criteria listed are included in the task you are developing.

Performance-Based Assessment To Measure Mathematical Achievement Grades 9-12
Contents Checklist

Instructions: Check each box under "Content" once you have included this item in the assessment task. Should you not address the area listed, provide a rationale in the "Comments" section provided. If applicable, place a reference number for the content standard being measured under "Reference Number" (if not applicable, write in N/A). (Note: Do not think some numbered or lettered skills are missing; they do not appear because they are not appropriate for the particular grade level.)

SKILL AREA 1—NUMBER SENSE, PROPERTIES, AND OPERATIONS:
The assessment for this skill at these grades will include both real and complex numbers and will allow students to demonstrate competency through approximately the pre-calculus or calculus level, when appropriate. Operations with powers and roots, as well as a variety of real and complex numbers, may be assessed.

Content		Reference Number
Does the task provide a means for the student to:		
1.	**Relate counting, grouping, and place value**	
☐ 1a.	Use place value to model and describe whole numbers and decimals Comments:	_____
☐ 1b.	Use scientific notation in meaningful contexts Comments:	_____
Does the task provide a means for the student to:		
2.	**Represent numbers and operations in a variety of equivalent forms using models, diagrams, and symbols**	_____
☐ 2c.	Use two-and three-dimensional region models to describe numbers Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
☐ 2d.	Use other models appropriate to a given situation (e.g., draw diagrams to represent a number or an operation, write a number sentence to fit a situation or describe a situation to fit a number sequence; interpret calculator or computer displays) Comments:	_____
☐ 2e.	Read, write, rename, order, and compare numbers Comments:	_____
Does the task provide a means for the student to:		
3.	**Compute with numbers (i.e., add, subtract, multiply, divide)**	
☐ 3a.	Apply basic properties of operations Comments:	_____
☐ 3b.	Describe effect of operations on size and order of numbers Comments:	_____
☐ 3c.	Describe features of algorithms (e.g., regrouping with or without manipulatives, partial products) Comments:	_____
☐ 3d.	Select appropriate computation method (e.g., pencil and paper, calculator, mental arithmetic) Comments:	_____
Does the task provide a means for the student to:		
4.	**Use computation and estimation in applications**	
☐ 4a.	Round whole numbers, decimals, and fractions in meaningful contexts Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
4b.	**Make estimates appropriate to a given situation**	
☐ 4b-i.	Know when to estimate Comments:	_____
☐ 4b-ii.	Select appropriate type of estimate (overestimate, underestimate, range of estimate) Comments:	_____
☐ 4b-iii.	Describe order of magnitude (estimation related to place value: scientific notation) Comments:	_____
☐ 4c.	Select appropriate method of estimation (e.g., front end, rounding) Comments:	_____
☐ 4d.	Solve application problems involving numbers and operations, using exact answers or estimates, as appropriate Comments:	_____
☐ 4e.	Interpret round-off errors using calculators/computers (i.e., truncating) Comments:	_____
4f.	**Verify solutions and determine the reasonableness of results**	
☐ 4f-i.	in real-world situations Comments:	_____
☐ 4f-ii.	in abstract settings Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
5.	**Apply ratios and proportional thinking in a variety of situations**	
☐ 5a.	Use ratios to describe situations Comments:	_____
☐ 5b.	Use proportions to model problems Comments:	_____
☐ 5c.	Use proportional thinking to solve problems (including rates, scaling, and similarity) Comments:	_____
☐ 5d.	Understand the meaning of percent (including percents greater than 100 and less than 1) Comments:	_____
☐ 5e.	Solve problems involving percent Comments:	_____
Does the task provide a means for the student to:		
6.	**Use elementary number theory**	
☐ 6a.	Describe odd and even numbers and their characteristics Comments:	_____
☐ 6b.	Describe number patterns Comments:	_____
☐ 6c.	Use factors and multiples to model and solve problems Comments:	_____
☐ 6d.	Describe prime numbers Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

SKILL AREA 2—MEASUREMENT

In these grades, when appropriate, the focus shifts to more complex measurement problems that involve volume or surface area or that require students to combine shapes, translate, and apply measures, proportional thinking such as scale drawing or map reading, and applications that involve the use of complex measurement formulas. When appropriate and possible, measurement will be assessed with real measuring devices.

Content	Reference Number
Does the task provide a means for the student to:	
☐ 1. **Estimate the size of an object or compare objects with respect to a given attribute (e.g., length, area, capacity, volume, and weight/mass)** Comments:	_____
Does the task provide a means for the student to:	
☐ 2. **Select and use appropriate measurement instruments (e.g., manipulatives such as ruler, meter stick, protractor, thermometer, scales for weight or mass, and gauges)** Comments:	_____
Does the task provide a means for the student to:	
3. **Select and use appropriate units of measurement, according to two criteria:**	
☐ 3a. Type of unit Comments:	_____
☐ 3b. Size of unit Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
4.	**Estimate, calculate (using basic principles or formulas), or compare perimeter, area, volume, and surface area in meaningful contexts to solve mathematical and real-world problems**	
☐ 4a.	Solve problems involving perimeter and area (e.g., triangles, quadrilaterals, other polygons, circles, and combined forms) Comments:	_____
☐ 4b.	Solve problems involving volume and surface area (e.g., rectangular solids, cylinders, cones, pyramids, prisms, and combined forms using manipulatives) Comments:	_____
Does the task provide a means for the student to:		
☐ 5.	**Apply given measurement formulas for perimeter, area, volume, and surface area in problem settings** Comments:	_____
Does the task provide a means for the student to:		
☐ 6.	**Convert from one measurement to another within the same system (customary or metric)** Comments:	_____
Does the task provide a means for the student to:		
7.	**Determine precision, accuracy, and error**	
☐ 7a.	Apply significant digits in meaningful contexts Comments:	_____
☐ 7b.	Determine appropriate size of unit of measurement in problem situations Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
☐ 7c.	Apply concepts of accuracy of measurement in problem situations Comments:	_____
☐ 7d.	Apply absolute and relative error in problem situations Comments:	_____
Does the task provide a means for the student to:		
☐ 8.	Make and read scale drawings Comments:	_____
Does the task provide a means for the student to:		
☐ 9.	Select appropriate methods of measurement (e.g., direct or indirect) Comments:	_____
Does the task provide a means for the student to:		
☐ 10.	Apply the concept of rate to measurement situations Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

SKILL NUMBER 3—GEOMETRY AND SPATIAL SENSE

Students in these grades, when appropriate, are expected to demonstrate proficiency with transformational geometry and to apply concepts of proportional thinking to a variety of geometric situations.

Content		Reference Number
Does the task provide a means for the student to:		
1.	**Describe, visualize, draw, and construct geometric figures**	
☐ 1a.	Draw or sketch a figure given a verbal description Comments:	_____
☐ 1b.	Given a figure, write a verbal description of its geometric qualities Comments:	_____
Does the task provide a means for the student to:		
☐ 2.	Investigate and predict results of combining, subdividing, and changing shapes (e.g., paper folding, dissecting, tilting, and rearranging pieces of solids) Comments:	_____
Does the task provide a means for the student to:		
3.	**Identify the relationship (congruence, similarity) between a figure and its image under a transformation**	
☐ 3a.	Use motion geometry (informal; lines of symmetry, flips, turns, and slides) Comments:	_____
3b.	**Use transformations (translations, rotations, reflections, dilations, and symmetry)**	
☐ 3b-i.	Synthetic Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
	Use transformations (translations, rotations, reflections, dilations, and symmetry)	
☐ 3b-ii.	Algebraic Comments:	_____
Does the task provide a means for the student to:		
4.	**Describe the intersection of two or more geometric figures**	
☐ 4a.	Two dimensional Comments:	_____
☐ 4b.	Planar cross-section of a solid Comments:	_____
Does the task provide a means for the student to:		
☐ 5.	Classify figures in terms of congruence and similarity, and informally apply these relationships using proportional reasoning where appropriate Comments:	_____
Does the task provide a means for the student to:		
6.	**Apply geometric properties and relationships in solving problems**	
☐ 6b.	Use the Pythagorean relationship to solve problems Comments:	_____
☐ 6c.	Apply properties of ratio and proportion with respect to similarity Comments:	_____
☐ 6e.	Solve problems involving right triangle trigonometric application Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
7. **Establish and explain relationships involving geometric concepts**	
☐ 7a. Make conjectures Comments:	_____
☐ 7b. Validate and justify conclusions and generalizations Comments:	_____
☐ 7c. Use informal induction and deduction Comments:	_____
Does the task provide a means for the student to:	
☐ 8. Represent problem situations with geometric models and apply properties of figures in meaningful contexts to solve mathematical and real-world problems Comments:	_____
Does the task provide a means for the student to:	
9. **Represent geometric figures and properties algebraically using coordinates and vectors.**	
☐ 9a. Use properties of lines (including distance, midpoint, slope, parallelism and perpendicularity) to describe figures algebraically Comments:	_____
☐ 9b. Algebraically describe conic sections and their properties Comments:	_____
☐ 9c. Use vectors in problem situations (addition, subtraction, scalar multiplication, dot product) Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

SKILL AREA 4—DATA ANALYSIS, STATISTICS, AND PROBABILITY

Students in these grades, when appropriate, will be expected to apply concepts of probability to explore dependent and independent events; be familiar with conditional probability; and be able to use formulas and more formal terminology. They should have a basic understanding of the use of mathematical equations and graphs to interpret data, including the use of curve fitting to match a set of data with an appropriate mathematical model.

Content		Reference Number
Does the task provide a means for the student to:		
1.	**Read, interpret, and make predictions using tables and graphs**	
☐ 1a.	Read and interpret data Comments:	_____
☐ 1b.	Solve problems by estimating and computing with data Comments:	_____
☐ 1c.	Interpolate or extrapolate from data Comments:	_____
Does the task provide a means for the student to:		
2.	**Organization and display data and make inferences**	
☐ 2a.	Use tables, histograms (bar graphs), pictograms, and line graphs Comments:	_____
☐ 2b.	Use circle graphs and scattergrams Comments:	_____
☐ 2c.	Use stem-and-leaf plots and box-and-whisker plots Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
☐ 2d.	Make decisions about outliers Comments:	_____
Does the task provide a means for the student to:		
3.	**Understand and apply sampling, randomness, and bias in data collection**	
☐ 3a.	Given a situation, identify sources of sampling error Comments:	_____
☐ 3b.	Describe a procedure for selecting an unbiased sample Comments:	_____
☐ 3c.	Make generalizations based on sample results Comments:	_____
Does the task provide a means for the student to:		
☐ 4.	Describe measures of central tendency and dispersion in real-world situations Comments:	_____
Does the task provide a means for the student to:		
5.	**Use measures of central tendency, correlation, dispersion, and shapes of distributions to describe statistical relationships**	
☐ 5a.	Use standard deviation and variance Comments:	_____
☐ 5b.	Use the standard normal distribution Comments:	_____
☐ 5c.	Make predictions and decisions involving correlation Comments	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
6. **Understand and reason about the use and misuse of statistics in our society**	
☐ 6a. Given certain situations and reported results, identify faulty arguments or misleading presentations of the data Comments:	_____
☐ 6b. Appropriately apply statistics to real-world situations Comments:	_____
Does the task provide a means for the student to:	
☐ 7. Fit a line or curve to a set of data and use this line or curve to make predictions about the data, using frequency distributions where appropriate Comments:	_____
Does the task provide a means for the student to:	
☐ 8. Design a statistical experiment to study a problem and communicate the outcomes Comments:	_____
Does the task provide a means for the student to:	
☐ 9. Use basic concepts, trees, and formulas for combinations, permutations, and other other counting techniques to determine the number of ways an event can occur Comments:	_____
Does the task provide a means for the student to:	
10. **Determine the probability of a simple event**	
☐ 10a. Estimate probabilities by use of simulations Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
☐ 10b.	Use sample spaces and the definition of probability to describe events Comments:	_____
☐ 10c.	Describe and make predictions about expected outcomes Comments:	_____
Does the task provide a means for the student to:		
11.	**Apply the basic concept of probability to real-world situations**	
☐ 11a.	Make Informal use of probabilistic thinking Comments:	_____
☐ 11b.	Use probability related to independent and dependent events Comments:	_____
☐ 11c.	Use probability related to simple and compound events Comments:	_____
☐ 11d.	Use conditional probability Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

SKILL AREA 5—ALGEBRA AND FUNCTIONS

For these grades, when appropriate, students will be expected to be adept at appropriately choosing and applying a rich set of representational tools in a variety of problem-solving situations; they will have an understanding of basic algebraic notation and terminology as they relate to representations of mathematical and real-world situations; and be able to use functions as a way of representing and describing relationships.

Content		Reference Number
Does the task provide a means for the student to:		
1.	**Describe, extend, interpolate, transform, and create a wide variety of patterns and functional relationships**	
☐ 1a.	Recognize patterns and sequences Comments:	_____
☐ 1b.	Extend a pattern or functional relationship Comments:	_____
☐ 1c.	Given a verbal description, extend or interpolate with a pattern (complete a missing term) Comments:	_____
☐ 1d.	Translate patterns from one context to another Comments:	_____
☐ 1e.	Create an example of a pattern or functional relationship Comments:	_____
☐ 1f.	Understand and apply the concept of a variable Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
☐2.	Use multiple representations for situations to translate among diagrams, models, and symbolic expressions Comments:	_____
Does the task provide a means for the student to:		
3.	**Use number lines and rectangular coordinate systems as representational tools**	
☐3a.	Identify or graph sets of points on a number line or in a rectangular coordinate system Comments:	_____
☐3b.	Identify or graph sets of points in a polar coordinate system Comments:	_____
☐3c.	Work with applications using coordinates Comments:	_____
☐3d.	Transform the graph of a function Comments:	_____
Does the task provide a means for the student to:		
4.	**Represent and describe solutions to linear equations and inequalities to solve mathematical and real-world problems**	
☐4a.	Solution sets of whole numbers Comments:	_____
☐4b.	Solution sets of real numbers Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
5.	**Interpret contextual situations and perform algebraic operations on real numbers and algebraic expressions to solve mathematical and real-world problems**	
☐ 5a.	Perform basic operations, using appropriate tools, on real numbers in meaningful contexts (including grouping and order of multiple operations involving basic operations, exponents, and roots) Comments:	_____
☐ 5b.	Solve problems involving substitution in expressions and formulas Comments:	_____
☐ 5c.	Solve meaningful problems involving a formula with one variable Comments:	_____
☐ 5d.	Use equivalent forms to solve problems Comments:	_____
Does the task provide a means for the student to:		
6.	**Solve systems of equations and inequalities using appropriate methods**	
☐ 6a.	Solve systems graphically Comments:	_____
☐ 6b.	Solve systems algebraically Comments:	_____
☐ 6c.	Solve systems using matrices Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content		Reference Number
Does the task provide a means for the student to:		
7.	**Use mathematical reasoning**	
☐ 7a.	Make conjectures Comments:	_____
☐ 7b.	Validate and justify conclusions and generalizations Comments:	_____
☐ 7c.	Use informal induction and deduction Comments:	_____
Does the task provide a means for the student to:		
8.	**Represent problem situations with discrete structures**	
☐ 8a.	Use finite graphs and matrices Comments:	_____
☐ 8b.	Use sequences and series Comments:	_____
☐ 8c.	Use recursive relations (including numerical and graphical iteration and finite differences) Comments:	_____
Does the task provide a means for the student to:		
☐ 9.	**Solve polynomial equations with real and complex roots using a variety of algebraic and graphical methods and using appropriate tools** Comments:	_____
Does the task provide a means for the student to:		
☐ 10.	Approximate solutions of equations (bisection, sign changes, and successive approximations) Comments:	_____

Math Achievement Contents Checklist, Grades 9-12 (cont.)

Content	Reference Number
Does the task provide a means for the student to:	
☐ 11. Use appropriate notation and terminology to describe functions and their properties (including domain, range, function composition, and inverse) Comments:	_____
Does the task provide a means for the student to:	
☐ 12. Compare and apply the numerical, symbolic, and graphical properties of a variety of functions and families of functions, examining general parameters and their effect on curve shape Comments:	_____
Does the task provide a means for the student to:	
☐ 13. Apply function concepts to model and deal with real-world situations Comments:	_____
Does the task provide a means for the student to:	
14. **Use trigonometry**	
☐ 14a. Use triangle trigonometry to model problem situations Comments:	_____
☐ 14b. Use trigonometric and circular functions to model real-world phenomena Comments:	_____
☐ 14c. Apply concepts of trigonometry to solve real-world problems Comments:	_____

(Now that you have had this experience, if you have any suggestions to make this exercise more user-friendly for other teachers, please let us know. If we use your suggestions you will be duly credited in the next edition of this guidebook.)

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Part D: Mathematics Scoring Rubric

The following rubric may be used for scoring the mathematical problems in any of the grade levels.

Mathematics	
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student's work does not provide any indication, not even remotely, that the student has any idea of how to solve the problem.
2	The student's work indicates that he/she has some idea of what might be involved in solving the problem.
3	The student's work shows a logical understanding of how to solve the problem. However, the response will not lead to a correct answer.
4	The student's work shows a logical understanding of how to solve the problem. However, there are minor errors in reaching a correct solution.
5	The student's work shows a logical understanding of how to reach a correction solution to the problem with no errors.

Adapt this rubric to the individual's particular linguistic and cultural background. There can be many ways to reach a correct solution to a problem. Each student should be allowed to pursue his/her individual type of logic to arrive at a correct solution. Score each problem with the student's logic, not any other, with this rubric.

Part E: Scoring sheet for mathematics achievement

Name of student: _____ Grade: _____ ☐ **Baseline** ☐ **Post Assessment**

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 14: List of Accommodations)

L1 (Native Language): **1 2 3 4 5 6 7 8 9 10** **Date:**_____

L2 (English) **1 2 3 4 5 6 7 8 9 10** **Date:**_____

Circle the appropriate score for each skill in the following matrix: (see Sec.8, p.105 for Scoring Rubric)

Baseline scores	Scores obtained when assessed in L1						Scores obtained when assessed in English					
Skill Area		Partially Proficient		Proficient		Advanced Proficient		Partially Proficient		Proficient		Advanced Proficient
Number Sense, Properties, and Operations	0	1	2	3	4	5	0	1	2	3	4	5
Measurement	0	1	2	3	4	5	0	1	2	3	4	5
Geometry and Spatial Sense	0	1	2	3	4	5	0	1	2	3	4	5
Data Analysis, Statistics, and Probability	0	1	2	3	4	5	0	1	2	3	4	5
Algebra and Functions	0	1	2	3	4	5	0	1	2	3	4	5

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ASSESSMENT TO MEASURE ACADEMIC ACHIEVEMENT IN READING

To assess the reading academic achievement of English Language Learners three general types of texts and reading situations are required. These are:

Reading Framework for the 1998 National Assessment of Educational Progress (NAEP), adopted by the National Governing Board (NAGB)

- **Reading for literary experience**—after reading a story or plot, a student will be able to look for engaging experiences and consider interplay among events, emotions, or possibilities. This usually involves the reading of novels, short stories, poems, plays and/or essays.
- **Reading to be informed**—depending on what is being read, students are specifically focused on acquiring information. This usually involves the reading of articles in magazines and newspapers, chapters in textbooks, entries in encyclopedias and catalogues, and entire books on particular topics.
- **Reading to perform a task**—after reading a specific document, students apply what was read in order to do something. This usually involves the reading of documents such as bus or train schedules; directions for games, repairs, classroom, and laboratory procedures; tax or insurance forms; recipes; voter registration materials; maps; referenda; consumer warranties; and office memorandums.

Your assessment in reading requires addressing the first two reading situations for grades 1 through 4; and applying the three reading situations for grade levels 5 through 12.

Reading

Part A: Checklist of contents to be included in the development of a performance-based assessment to measure reading achievement for students in grades 1, 2, 3, or 4.

You will be developing tasks for two reading situations — one for "reading for literary experience" and one for "reading to be informed" — that will measure the reading academic achievement of your ELL student. These tasks may be developed in L1 or English. Use the following checklists to ensure the criteria are embedded in the tasks you are developing.

With a copy of your content standards (See Section 2), develop your performance-based reading achievement assessment to include the following areas, if appropriate. Skills assessed should be those included in what you are or will be teaching to your students. Use this checklist to record those areas when assessing reading at grades 1 through 4.

Performance-based Assessment to Measure Reading Achievement, Grades 1 - 4 Contents Checklist

Instructions: Check each box under "Question" once you have included this item in your assessment task and can respond affirmatively to the question being presented. If you are not addressing the area listed, provide a rationale in the "Comments" section provided. If applicable, place a reference number for the content standard being measured under "Reference Number" (if not applicable, write in N/A). (Note: Do not think some numbered or lettered skills are missing; they do not appear because they are not appropriate for this particular grade level.)

SITUATION 1: READING FOR LITERARY EXPERIENCE

A little over half of your reading assessment (55 percent) should address this area. Select a novel, short story, poem, play or essay, or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Question — Reference Number

Initial Understanding:

Does the task provide a means for the student to:

☐ 1. Draw an initial impression from what was read _____
Comments:

☐ 2. Understand the plot or story _____
Comments:

☐ 3. Describe the main character _____
Comments:

Does the task provide a means for the student to:

☐ 4 Develop a complete understanding of what was read _____
Comments:

Reading Achievement Contents Checklist, Grades 1-4 (cont.)

Question	Reference Number
Developing Interpretation:	
Does the task provide a means for the student to:	
☐5. Describe how the plot evolved Comments:	_____
☐6. Describe how the main character changed from the beginning to the end of the story Comments:	_____
Personal Reflection and Response:	
Does the task provide a means for the student to:	
☐7 Connect knowledge from what was read with his/her own background knowledge Comments:	_____
☐8. Address how the main character changed the student's ideas regarding a situation or issue Comments:	_____
☐9. Express how this story is different or similar to his/her own experiences Comments:	_____
Demonstrating a Critical Stance:	
Does the task provide a means for the student to:	
☐10. Rewrite this story with a different setting Comments:	_____
☐11. Rewrite this story with a different character Comments:	_____
☐12. Describe how the author addressed similarities or differences from the students own experiences Comments:	_____

Reading Achievement Contents Checklist, Grades 1-4 (cont.)

SITUATION 2: READING TO BE INFORMED—a little less than half of your reading assessment (45 percent) should address this area. Select an article from a magazine, newspaper, textbook, entry in an encyclopedia or catalogue, or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Question	Reference Number
Initial Understanding	
Does the task provide a means for the student to:	
☐ 1. Provide an initial impression on what was read Comments:	_____
☐ 2. Determine what the article is about Comments:	_____
☐ 3. Tell what the author thinks about the topic being read Comments:	_____
Developing Interpretation	
Does the task provide a means for the student to:	
☐ 4. Develop a complete understanding of what was read Comments:	_____
☐ 5. Determine what caused the event Comments:	_____
☐ 6. Tell in what ways the authors thoughts are important to the topic or theme Comments:	_____

Reading Achievement Contents Checklist, Grades 1-4 (cont.)

Question	Reference Number
Personal Reflection and Response:	
Does the task provide a means for the student to:	
☐ 7. Connect knowledge from the text with his/her own background knowledge Comments:	_____
☐ 8. Relate what was read to a current event Comments:	_____
☐ 9. Relate what was read with what they know about the topic Comments:	_____
Demonstrating a Critical Stance:	
Does the task provide a means for the student to:	
☐ 10. Determine how useful the article is regarding a current event Comments:	_____
☐ 11. Improve on the author's argument Comments:	_____

(Now that you have had this experience, if you have any suggestions to make this exercise more user-friendly for other teachers, please let us know. If we use your suggestions you will be duly credited in the next edition of this guidebook.)

Part B: Checklist of contents to be included in the development of a performance-based assessment to measure reading achievement for students in grades 5, 6, 7, or 8.

You will be developing tasks for three reading situations — one for "reading for literary experience," one for "reading to be informed," and one for "reading to perform a task" — that will measure the reading academic achievement for your ELL student. These tasks may be developed in L1 or English. Use the following checklists to ensure the criteria are embedded in the tasks you are developing.

With a copy of your content standards, develop your performance-based reading achievement assessment to include the following areas, if appropriate. Skills assessed should be those included in what you are or will be teaching to your students. Use this checklist to record those areas when assessing reading at grades 5 through 8.

Performance-based Assessment to Measure Reading Achievement, Grades 5 - 8 Contents Checklist

Instructions: Check each box under "Question" once you have included this in your assessment task and can respond affirmatively to the question being presented. If you are not addressing the area listed, provide a rationale in the "Comments" section provided. If applicable, place a reference number for the content standard being measured under "Reference Number" (if not applicable, write in N/A). (Note: Do not think some numbered or lettered skills are missing; they do not appear because they are not appropriate for this particular grade level.)

SITUATION 1: READING FOR LITERARY EXPERIENCE—forty percent of your reading assessment should be developed to address this area. Select a novel, short story, poem, play, or essay, or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Question		Reference Number
Initial Understanding:		
Does the task provide a means for the student to:		
☐ 1.	Draw an initial impression from what was read Comments:	_____
☐ 2.	Understand the plot or story Comments:	_____
☐ 3	Describe the main character Comments:	_____
Developing Interpretation:		
Does the task provide a means for the student to:		
☐ 4.	Develop a complete understanding of what was read Comments:	_____

Reading Achievement Contents Checklist, Grades 5-8 (cont.)

Does the task provide a means for the student to:

☐5. Describe how the plot evolved _____
Comments:

☐6. Describe how the main character changed from the beginning to the end of the story _____
Comments:

Personal Reflection and Response:

Does the task provide a means for the student to:

☐7. Connect knowledge from what was read with his/her own background knowledge _____
Comments:

☐8. Address how the main character changed the student's ideas regarding a situation or issue _____
Comments:

☐9. Express how this story is different or similar to his/her own experiences _____
Comments:

Demonstrating a Critical Stance:

Does the task provide a means for the student to:

☐10. Rewrite this story with a different setting _____
Comments:

☐11. Rewrite this story with a different character _____
Comments:

☐12. Describe how the author addressed similarities or differences from the students own experiences _____
Comments:

Reading Achievement Contents Checklist, Grades 5-8 (cont.)

SITUATION 2: READING TO BE INFORMED—forty percent of your reading assessment should be developed to address this area. Select an article from a magazine, newspaper, textbook, entry in an encyclopedia or catalogue or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Question	Reference Number
Initial Understanding	
Does the task provide a means for the student to:	
☐1. Provide an initial impression on what was read Comments:	_____
☐2. Determine what the article is about Comments:	_____
☐3 Tell what the author thinks about the topic being read Comments:	_____
Developing Interpretation	
Does the task provide a means for the student to:	
☐4. Develop a complete understanding of what was read? Comments:	_____
☐5. Determine what caused the event? Comments:	_____
☐6. Tell in what ways the authors thoughts are important to the topic or theme Comments:	_____

Reading Achievement Contents Checklist, Grades 5-8 (cont.)

Question		Reference Number
Personal Reflection and Response:		
Does the task provide a means for the student to:		
☐ 7.	Connect knowledge from the text with his/her own background knowledge Comments:	_____
☐ 8.	Relate what was read to a current event Comments:	_____
☐ 9.	Relate to what was read with what they know about the topic Comments:	_____
Demonstrating a Critical Stance:		
Does the task provide a means for the student to:		
☐ 10.	Determine how useful the article is regarding a current event Comments:	_____
☐ 11.	Improve on the author's argument Comments:	_____

Reading Achievement Contents Checklist, Grades 5-8 (cont.)

SITUATION 3: READING TO PERFORM A TASK—twenty percent of your reading assessment should be developed to address this area. Select a document such as a bus or train schedule; directions for games, repairs, classroom, or laboratory procedures; tax or insurance form; voter registration material; map; referenda; consumer warranty; or an office memo or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Question	Reference Number
Initial Understanding:	
Does the task provide a means for the student to:	
☐1. Provide an initial impression of what was read Comments:	_____
☐2. Determine from what was read what it will help them do Comments:	_____
☐3. Determine what the first step is in performing this task Comments:	_____
Developing Interpretation:	
Does the task provide a means for the student to:	
☐4. Determine what the final outcome is in performing the task Comments:	_____
☐5. Determine what is required before addressing the first step in performing this task Comments:	_____
Personal Reflection and Response:	
Does the task provide a means for the student to:	
☐6. Ascertain what information is needed that they don't already have before performing this task Comments:	_____

Reading Achievement Contents Checklist, Grades 5-8 (cont.)

Question	Reference Number
Does the task provide a means for the student to:	
☐7. Describe a situation where a step could be omitted as they perform this task Comments:	_____
Demonstrating a Critical Stance:	
Does the task provide a means for the student to:	
☐8. Express why they need other information that they don't already have to accomplish this task Comments:	_____
☐9. Describe what would happen in a situation where a step could be omitted as they perform this task Comments:	_____

(Now that you have had this experience, if you have any suggestions to make this exercise more user-friendly for other teachers, please let us know. If we use your suggestions you will be duly credited in the next edition of this guidebook.)

Part C: Checklist of contents to be included in the development of a performance-based assessment to measure reading achievement for students in grades 9, 10, 11, or 12.

You will be developing tasks for three reading situations — one for "reading for literary experience," one for "reading to be informed," and one for "reading to perform a task" — that will measure the reading academic achievement for your ELL student. These tasks may be developed in L1 or English. Use the following checklists to ensure the criteria are embedded in the tasks you are developing.

With a copy of your content standards (See Section 2), develop your performance-based reading achievement assessment to include the following areas, if appropriate. Skill assessed should be those included in what you are or will be teaching to your students. Use this checklist to record those areas when assessing reading at grades 9 through 12.

Performance-based Assessment to Measure Reading Achievement, Grades 9-12 Contents Checklist

Instructions: Check each box under "Question" once you have included the item in your assessment task and can respond affirmatively to the question being presented. If you are not addressing the area listed, provide a rationale in the "Comments" section provided. If applicable, place a reference number for the content standard being measured under "Reference Number" (if not applicable, write in N/A).

SITUATION 1: READING FOR LITERARY EXPERIENCE—thirty-five percent of your reading assessment should be developed to address this area. Select a novel, short story, poem, play or essay or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Question — Reference Number

Initial Understanding:

Does the task provide a means for the student to:

☐1. Draw an initial impression from what was read _____
Comments:

☐2 Understand the plot or story _____
Comments:

☐3. Describe the main character _____
Comments:

Developing Interpretation:

Does the task provide a means for the student to:

☐4. Develop a complete understanding of what was read _____
Comments:

Reading Achievement Contents Checklist, Grades 9-12 (cont.)

Question	Reference Number
Does the task provide a means for the student to:	
☐5. Describe how the plot evolved Comments:	_____
☐6. Describe how the main character changed from the beginning to the end of the story Comments:	_____
Personal Reflection and Response:	
Does the task provide a means for the student to:	
☐7. Connect knowledge from what was read with his/her own background knowledge Comments:	_____
☐8. Address how the main character changed the student's ideas regarding a situation or issue Comments:	_____
☐9. Express how this story is different or similar to his/her own experiences Comments:	_____
Demonstrating a Critical Stance:	
Does the task provide a means for the student to:	
☐10. Rewrite this story with a different setting Comments:	_____
☐11. Rewrite this story with a different character Comments:	_____
☐12. Describe how the author addressed similarities or differences from the students own experiences Comments:	_____

Reading Achievement Contents Checklist, Grades 9-12 (cont.)

SITUATION 2: READING TO BE INFORMED—forty-five percent of your reading assessment should be developed to address this area. Select an article from a magazine, newspaper, textbook, entry in an encyclopedia or catalogue or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Initial Understanding

Does the task provide a means for the student to:

☐1. Provide an initial impression on what was read _____
Comments:

☐2. Determine what the article is about _____
Comments:

☐3. Tell what the author thinks about the topic being read _____
Comments:

Developing Interpretation

Does the task provide a means for the student to:

☐4. Develop a complete understanding of what was read _____
Comments:

☐5. Determine what caused the event _____
Comments:

☐6. Tell in what ways the author's thoughts are important to the topic or theme _____
Comments:

Personal Reflection and Response:

Does the task provide a means for the student to:

☐7. Connect knowledge from the text with his/her own background knowledge _____
Comments:

Reading Achievement Contents Checklist, Grades 9-12 (cont.)

Question	Reference Number
Does the task provide a means for the student to:	
☐ 8. Relate what was read to a current event Comments:	_____
☐ 9. Relate what was read with what they know about the topic Comments:	_____
Demonstrating a Critical Stance:	
Does the task provide a means for the student to:	
☐ 10. Determine how useful the article is regarding a current event Comments:	_____
☐ 11. Improve on the author's argument Comments:	_____

Reading Achievement Contents Checklist, Grades 9-12 (cont.)

SITUATION 3: READING TO PERFORM A TASK—twenty percent of your reading assessment should be developed to address this area. Select a document such as a bus or train schedule; directions for games, repairs, classroom, or laboratory procedures; tax or insurance form; voter registration material; map; referenda; consumer warranty; or an office memo or develop your own material that is developmentally and culturally appropriate for the student being assessed.

Question	Reference Number
Initial Understanding:	
Does the task provide a means for the student to:	
☐ 1. Provide an initial impression of what was read Comments:	_____
☐ 2. Determine from what was read what it will help them do Comments:	_____
☐ 3. Determine what the first step is in performing this task Comments:	_____
Developing Interpretation:	
Does the task provide a means for the student to:	
☐ 4 Determine what the final outcome is in performing the task Comments:	_____
☐ 5. Determine what is required before addressing the first step in performing this task Comments:	_____

Reading Achievement Contents Checklist, Grades 9-12 (cont.)

Question	Reference Number
Personal Reflection and Response:	
Does the task provide a means for the student to:	
☐6. Ascertain what information is needed that they don't already have before performing this task Comments:	_____
☐7. Describe where a step could be omitted as they perform this task Comments:	_____
Demonstrating a Critical Stance:	
Does the task provide a means for the student to:	
☐8. Express why they need other information that they don't already have to accomplish this task Comments:	_____
☐9. Describe what would happen in a situation where a step could be omitted as they perform this task Comments:	_____

(Now that you have had this experience, if you have any suggestions to make this exercise more user-friendly for other teachers, please let us know. If we use your suggestions you will be duly credited in the next edition of this guidebook.)

Part D: Reading Scoring Rubric

Grades 1 through 4

The following rubric may be used in scoring both reading situations presented for students in grades 1 through 4.

Reading: Grades 1-4	
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	Unsatisfactory—the student demonstrates little or no understanding of material read.
2	Partial—the student is able to demonstrate an understanding of the overall meaning of what they read. He/she should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.
3	Essential—the student should be able to demonstrate an overall understanding to the text, providing inferential as well as literal information. He/she should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.
4	Extensive—the student should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. He/she should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.

Adapt this rubric to the individuals development level and particular linguistic and cultural background.

Reading Scoring Rubric: Grades 5 through 8

The following rubric may be used in scoring the three reading situations presented for students in grades 5 through 8.

Reading: Grades 5-8	
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	Unsatisfactory—the student demonstrates little or no understanding of material read.
2	Partial—the student should demonstrate a literal understanding of what was read and be able to make some interpretations. He/she should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple references, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.
3	Essential—the student should be able to show an overall understanding of the text, including inferential as well as literal information. He/she should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences, including other reading experiences. The student should be able to identify some of the devices authors use in composing text.
4	Extensive—the student should be able to describe the more abstract themes and ideas of the overall text. He/she should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; and be able to extend text information by relating it to their experiences and to world events. Student responses should be thorough, thoughtful, and extensive.

Adapt this rubric to the individuals development level and particular linguistic and cultural background.

Reading Scoring Rubric: Grades 9 through 12

The following rubric may be used in scoring the three reading situations presented for students in grades 9 through 12.

Reading: Grades 9-12	
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	Unsatisfactory—the student demonstrates little or no understanding of material read.
2	Partial—the student should be able to demonstrate an overall understanding and make some interpretations of the text. He/she should be able to identify and relate aspects of the text to its overall meaning, extend the ideas in the text by making simple inferences, recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions. The student should be able to identify elements of an author's style.
3	Essential—the student should be able to show an overall understanding of the text which includes inferential as well as literal information. He/she should be able to extend the ideas of the text by making inferences, drawing conclusions, and making connection to their own personal experiences and other readings. Connections between inferences and the text should be clear, even when implicit. The student should be able to analyze the author's use of literary devices.
4	Extensive—the student should be able to describe more abstract themes and ideas in the overall text. He/she should be able to analyze both the meaning and the form of the text and explicitly support their analyses with specific examples from the text. The student should be able to extend the information from the text by relating it to their experiences and to the world. Student responses should be thorough, thoughtful, and extensive.

Adapt this rubric to the individuals development level and particular linguistic and cultural background.

Part E: Scoring sheet for reading achievement

Name of student: _____ Grade: _____ ☐ **Baseline** ☐ **Post Assessment**

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 14: List of Accommodations)

L1 (Native Language): **1 2 3 4 5 6 7 8 9 10** **Date:**_____

L2 (English) **1 2 3 4 5 6 7 8 9 10** **Date:**_____

Circle the appropriate score for each skill in the following matrix: (see Sec.8, p.127-129 for Scoring Rubrics)

Baseline scores	Scores obtained when assessed in L1				Scores obtained when assessed in English				
Skill Area		Partially Proficient		Proficient	Advanced Proficient		Partially Proficient		Proficient	Advanced Proficient
Situation 1: Reading for literary experience	0	1	2	3	4	0	1	2	3	4
Situation 2: Reading to be informed	0	1	2	3	4	0	1	2	3	4
Situation 3: Reading to perform a task	0	1	2	3	4	0	1	2	3	4

SECTION NINE—
Development of Databases for Evaluation of English Language Learners Programs

This section will provide you, the classroom teacher, with guidance on those criteria that should be included in a database that serves English Language Learners. In most cases, you would provide this discussion and checklist to your database person or program evaluator to develop.

Before actually developing a database for programs serving ELLs, a discussion with district administration and school administration needs to be held. In this discussion all databases currently in use, and all variables included in these various databases, must be presented. It may be that a database for ELLs is already available.

Data disaggregation comparisons will enable you to make beneficial instructional decisions for your students.

If not available, the database should be relational. That is, a variable that is unique to an individual student is maintained in all databases so when data is called for from one database this variable is used as the common variable from which to compare or draw data. An example of a common variable to identify a specific student in various databases is associating the student with the same identification number throughout all databases.

A term that you need to be familiar with and apply in your database development is "disaggregation of data." This means that your database will enable you to compare different groups of students on similar outcome results. An example of data disaggregation would be when you compare your fifth grade class of ELLs' average mathematics achievement score against the overall average mathematics achievement score for the entire fifth grade. Should your comparison show your students were performing at a higher level than the entire fifth grade in math, your instructional methodology could be adopted and practiced throughout the fifth grade.

The type of data that should be kept in databases serving ELL programs is a reflection of local school district and school building policy. In the following checklist, variables to be included in your database are presented for your consideration.

Most ELLs programs should, however, be able to disaggregate data by gender, major racial and ethnic group, native language and English proficiency status, migrant status, students with disabilities as compared to non-disabled students, and economically disadvantaged students as compared to students who are not economically disadvantaged.

When developing your database seek professional assistance if needed. The following information is presented for your consideration as you formulate the requisites of the database and of what you are going to accomplish with the database.

Part A: Checklist of data (variables) to be included in an ELL program database.

ELL Program Database: Contents Checklist

Instructions: As you create the field listed below in your relational database, check the box next to the variable given.

- ☐ 1. Student Identification Number
- ☐ 2. Student Name
- ☐ 3. Student Address
- ☐ 4. Student Telephone Number
- ☐ 5. Student Principal Caretaker Name
- ☐ 6. Student Principal Caretaker Telephone # (Work and Home)
- ☐ 7. Attendance
- ☐ 8. Tardiness
- ☐ 9. Discipline
- ☐ 10. Race
- ☐ 11. Ethnicity
- ☐ 12. Gender
- ☐ 13. Income level (participating in free school lunch program)
- ☐ 14. Native language proficiency (initial score—interim score—end-of-year score)
- ☐ 15. English language proficiency (initial score—interim score—end-of-year score)
- ☐ 16. Disability
- ☐ 17. Migrant
- ☐ 18. LEP
- ☐ 19. All other student demographic information
- ☐ 20. Mathematics assessment scores (initial score—interim score—end-of-year score)
- ☐ 21. Reading assessment scores (initial score—interim score—end-of-year score)
- ☐ 22. All other subject content area assessment scores (initial score—interim score—end-of-year score)
- ☐ 23. Title I
- ☐ 24. Title VII
- ☐ 25. Title IX
- ☐ 26. All other titles in which student participating
- ☐ 27. State Performance Standards
- ☐ 28. State Content Standards
- ☐ 29. Any other performance or content standards
- ☐ 30. Any other variables on which student data may need to be maintained

Comprehensive Regional Assistance Centers

If you need further assistance on assessment issues, you may contact your Comprehensive Regional Assistance Center, if appropriate (read the following to determine appropriateness).

As a result of the Improving America's Schools Act of 1994 (IASA), IASA authorized the Elementary and Secondary Education Act, which (under Title XIII) combines the functions of 48 categorical technical assistance efforts into fifteen Comprehensive Regional Assistance Centers.

The fifteen Comprehensive Centers (CCs) are part of an emerging network of organizations providing assistance and information nationwide. Their role in this network is to help states, school districts, and schools in "meeting the needs of children served under ESEA, including children in high-poverty areas, migratory children, immigrant children, children with limited-English proficiency, neglected or delinquent children, homeless children and youth, Indian children, children with disabilities, and, where applicable, Alaska Native children and Native Hawaiian children" (Title XIII of ESEA). The CCs focus on two priorities, as required by ESEA: assisting Title I schoolwide programs and helping local education agencies --and schools funded by the Bureau of Indian Affairs -- that have the highest percentages or numbers of children in poverty.

Region I -- Serving Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. **New England Comprehensive Assistance Center**, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02158-1060. (800) 332-0226.

Region II -- Serving New York. **New York Technical Assistance Center**, Metropolitan Center for Urban Education, New York University, 82 Washington Square East, Suite 72, New York, New York 10003. (212) 998-5100 or (800) 469-8224.

Region III -- Serving Delaware, District of Columbia, Maryland, New Jersey, Ohio, and Pennsylvania. **Region III Comprehensive Center**, The George Washington University, Center for Equity and Excellence in Education, 1730 North Lynn Street, Suite 401, Arlington, Virginia 22209. (703) 528-3588 or (800) 925-3223.

Region IV -- Serving Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. **Comprehensive Center at AEL,** Appalachia Educational Laboratory, Inc., 1700 N. Moore St., Suite 1275, Arlington, VA 22209.
(703) 276-0200 or (800) 624-9120.

Region V -- Serving Alabama, Arkansas, Georgia, Louisiana, and Mississippi.
Southeast Comprehensive Assistance Center (SECAC), Southwest Educational Development Laboratory, 3330 Causeway Boulevard, Suite 430, Metairie, Louisiana 70002-3573.
(504) 838-6861 or (800) 644-8671.

Region VI -- Serving Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin. **Comprehensive Center at the University of Wisconsin - Madison**, University of Wisconsin, 1025 West Johnson Street, Madison, Wisconsin 53706. (608) 263-4220.

Region VII -- Serving Illinois, Indiana, Kansas, Missouri, Nebraska, and Oklahoma. **Comprehensive Center**, University of Oklahoma, 555 East Constitution Street, Suite 128, Norman, Oklahoma 73072-7820. (405) 325-1729 or (800) 228-1766.

Region VIII -- Serving Texas. **STAR Center**, 5835 Callaghan Road, Suite, 350, San Antonio, Texas 78228-1190. (888)FYI-STAR (in Texas) or (210) 684-8180.

Region IX -- Serving Arizona, Colorado, New Mexico, Nevada, and Utah. **Southwest Comprehensive Regional Assistance Center**, New Mexico Highlands University, 1700 Grande Ct., Rio Rancho, New Mexico 87124. (505) 891-6111.

Region X -- Serving Idaho, Montana, Oregon, Washington, and Wyoming. **Comprehensive Center**, Northwest Regional Educational Laboratory, 101 SW Main Street, Suite 500, Portland, Oregon 97204. (800) 547-6339 or (503) 275-9479.

Region XI -- Serving Northern California. **Comprehensive Assistance Center**, WestEd, 730 Harrison Street, San Francisco, California 94107-1242. (415) 565-3009.

Region XII -- Serving Southern California. **Southern California Comprehensive Assistance Center**, Los Angeles County Office of Education, 9300 Imperial Highway, Downey, California 90242-2890. (562) 922-6343.

Region XIII -- Serving Alaska. **Alaska Comprehensive Regional Assistance Center (AKRAC)**, South East Regional Resource Center. 210 Ferry Way, Suite 200, Juneau, Alaska 99801. (907) 586-6806.

Region XIV -- Serving Florida, Puerto Rico, and Virgin Islands. **Comprehensive Center**, Educational Testing Service, 1979 Lake Side Parkway, Suite 400, Tucker, Georgia 30084. (800) 241-3865.

Region XV -- Serving American Samoa, Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands (RMI), and Republic of Palau. **Pacific Comprehensive Assistance Center**, Pacific Resources for Education and Learning; Pacific Comprehensive Assistance Center, 828 Fort Street Mall, Suite 500, Honolulu, Hawaii 96813-4321. (808) 533-6000

> ***"Students need to benefit from grading, not suffer from it. Somehow, as Peter Elbow has invited us to do, we must embrace contraries: on the one hand, we must hold students to high standards and help them develop visions of what that means in their own terms; and, on the other, we must not overwhelm them with criticism so they see no way to succeed in our eyes"***
>
> *(Farr Trumball, p.299)*

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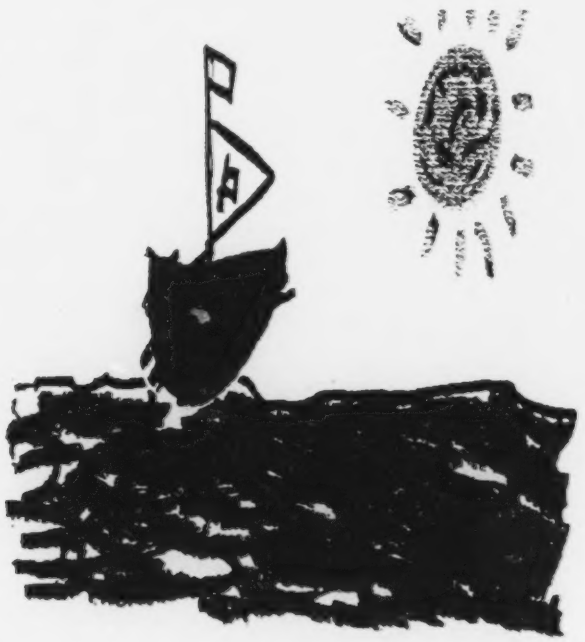
Appendices

Appendix A: A Reader's Own Scoring Guide

A READER'S OWN SCORING GUIDE

The Six Analytical Traits of Reading

- **Decoding *Conventions***
- **Establishing *Comprehension***
- **Realizing *Context***
- **Practicing *Interpretation***
- **Integrating for *Synthesis***
- **Critiquing for *Evaluation***



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Decoding Conventions

Conventions are the "frame" for a text. They are the grammar and punctuation used to help clarify the ideas and messages. Conventions are also the "genre"—or type of a text. Some types of genres include: poetry, essay, fiction, and non-fiction. Conventions can also be the types of speech used in a text. For example, *Huckleberry Finn* uses a type of speech that is different from the type of speech used in *The Scarlet Letter*. Readers move between the types of conventions to decode different kinds of texts.

1 *Just beginning to decode conventions*

- Readers have difficulty reading text—both orally and silently—with grammatical and punctuation awareness and fluency.
- Readers do not have the confidence yet to distinguish between parts of the text: plot, setting, characters. Types of texts—poems, stories, essays—are treated as the same.
- Readers cannot yet identify parts of a text—introduction, development, conclusion
- Oral readings are hesitant; decoding takes place word by word. Encountering new vocabulary is troubling, and "clues" from the text are difficult for the reader to identify. Appropriate engagement with text does not yet take place.

3 *Half-way There to Understanding the Impact of Conventions*

- Readers read texts with a recognizable attempt towards fluency; grammar and punctuation are "heard" in oral reading, but their accurate use is still developing.
- Readers know the vocabulary of plot, setting, and character, but to describe the features of each is still a hard task. Basic types of texts are realized.
- Readers sometimes "guess" at the differences between introduction, development and conclusion, but how these features impact meaning is still developing.
- When reading aloud, decoding takes places in "chunks;" textual clues are used to help de-code vocabulary, and glimmers of expression are "heard." Appropriate level of engagement with text is developing.

5 *Confident in Using Conventions to Make Meaning Clear*

- Readers are fluent and expressive when reading aloud. Their pauses, starts and stops are in all the right places.
- Readers can talk easily about plot, setting, and characters. They clearly know the differences between each type and can talk about how they work together.
- Readers understand the purpose behind the introduction, development and conclusion of a text. They can describe how, where, and why a text "moves."
- When reading aloud, readers make the text sound just like the author intended it to sound; it is interpretative and expressive. Meaning is enhanced and clarified by oral reading. The reader's engagement with text is apparent and appropriate for the subject.

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Establishing Comprehension

When readers comprehend a text, they are able to identify the basic elements that establish the meaning of the text. They recall facts, actions, and main ideas. Through purposeful comprehension—summarizing, paraphrasing, and re-telling with intent—readers are able to distinguish between significant and supporting details. They are able to use a variety of skills to create a "good" understanding, and they use their basic comprehension of a text to ask informed questions and make thoughtful comments.

1 Reader Struggles to Establish Basic Comprehension

- Misreadings of the surface level of the text occur fairly frequently.
- Reader attempts to "guess" at predictions or allusions
- Reader re-tells with generalities revealing "gaps" in understanding
- Reader is still learning comprehension strategies: use of background knowledge, read ahead, context clues, picture clues, self-monitoring to establish basic comprehension.

3 Reader Demonstrates Adequate Comprehension. Purposeful Summary is Still Developing

- Misreadings are infrequent, and a general understanding of the text is apparent.
- Reader predicts, alludes to, and re-tells passages in response to questions, but the comprehension is verbatim from the text as opposed to being selective in response to questions.
- Reader summarizes and paraphrases the text "safely." Reader does not yet make connections implied but not visible in the text.
- Reader uses comprehension strategies: background knowledge, read ahead, context clues, picture clues, and self-monitoring to "attack" the comprehension—in other words, manipulate the text to extract the basic comprehension.

5 Reader Demonstrates Purposeful, Expansive and Knowledgeable Control of Comprehension

- Reader's demonstration of comprehension is accurate, informed, and sensitive. He/She uses basic comprehension to move beyond a general comprehension to a purposeful inquiry of the text.
- Reader predicts, alludes, and re-tells to validate and/or expand ideas.
- Reader summarizes and paraphrases with purpose in order to illustrate critical meaning.
- Reader uses comprehension strategies: background knowledge, read ahead, context clues, and self-monitoring to create several "layers of understanding."

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REALIZING CONTEXT

When readers realize context they recognize all of the social, cultural, and psychological issues surrounding the text. Readers look for "signs"---dates, names of places, mentions of history, of gender, of race, of culture—to help shape and color their reading. Readers read with context in mind and identify the voice, the tone, and the stated and unstated purposes of texts. Readers who recognize the distinctions between inferences, intentions, fact, opinion, persuasive, narrative, descriptive, and advocacy.

1 Emerging Readers Struggle to Identify Context

- Readers discuss context when led by a facilitator, but cannot yet identify context by themselves.
- Readers appreciate the purposes in a text, but that knowledge still has to be led from the outside instead of being self-directed.
- Readers initiate a single discussion of voice, tone or purpose, but still struggle to see how intentions impact meaning.
- Readers know that they "respond" to a text, but have difficulty explaining why the text encouraged them feel or think in specific ways.

3 Developing Readers Identify Some Context

- Readers identify contexts in general ways but have trouble digging deeper to talk about specific points or details.
- Readers recognize the overt purposes of a text, but discussion is still general rather than specific.
- Readers initiate discussions of voice, tone, and purpose together and separately, yet struggle to see how they are used to imply and impact meaning.
- Readers talk about their reactions to a text in broad terms and can narrow down the text's effect on them by recognizing the different modes of writing.

5 Advanced Readers Identify Context and Integrate all of its Aspects into a Thoughtful Analysis of its Relationship to the Text

- Readers confidently identify context and focus on specific points and/or details in the relationship between the context and the text.
- Readers seek out the overt, implied, and inferred purposes of texts and connect those purposes with the context.
- Readers are conscious of the tools of voice and tone, and are able to articulate how they direct, flavor, and impact meaning.
- Readers are aware of their reactions to texts, and can separate themselves from their reactions to analyze why and how the context impacted them.

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PRACTICING INTERPRETATION

Readers interpret texts to satisfy, extend, expand personal and academic interests. Readers practice interpretation by filling in the gaps—real or imagined in texts; they use clues and evidence from the text to draw conclusions; they make plausible interpretations of ideas, facts, concepts, and/or arguments; they recognize and deal with ambiguities in texts, often times settling the disparities through thoughtful interpretation; they revise, reshape, and/or deepen earlier interpretation; they reflect on the meaning of the text, including larger or more universal significance; they express a major understanding about or insight into a subject, an aspect of self, or of the text's connection to life in general.

1 Emerging Readers See Interpretation as "talking about a book." Their "Reading" and "Interpreting" are Still Separate Processes.

- Readers can identify facts, opinions, arguments, and/or concepts with some assistance, however, attempts at interpretation are still evolving.
- Readers are surprised by ambiguities and/or inconsistencies in texts; they are hesitant to interpret ambiguity as a means to expand meaning of a text.
- Readers are still developing initial "stabs" at interpretation. The critical thinking element of revising thought is farther along the developmental continuum.
- Readers appreciate and can follow an interpretation of a text towards a larger theme, but self-directed interpretation is still evolving.

3 Developing Readers Interpret to Expand the Meaning of a Text but Struggle to Connect the Interpretation to Larger Issues

- Readers identify and interpret ideas, facts, concepts, and/or arguments in texts but sometimes depend upon an "I feel this way" response as opposed to text-based sources.
- Readers often recognize ambiguities and inconsistencies in texts, but often lack the confidence and/or experience in interpretation skills to work through the problematic textual material.
- Readers are still developing the ability and confidence to revise their interpretations; often, readers have a "death grip" on interpretative responses as opposed to allowing the revision of thought to take place.
- Readers attempt to interpret texts to connect to larger, social, cultural, or universal themes, but thinking—and interpreting—are still developing. Fragments of interpretation are present but still developing.

5 Advanced Readers Interpret to Analyze and Think Critically

- Readers interpret the ideas, facts, concepts, and/or arguments in texts by using clues and evidence from the text to draw conclusions. They develop their interpretation through strong text-based evidence.
- Readers recognize, articulate and interpret to address ambiguities and/or inconsistencies found in texts.
- Readers revise, reshape, and deepen understanding of their interpretations.
- Readers interpret texts to connect with larger, more universal, social, cultural or contextual ideas; they express a major insight into one or more textual interpretations.

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INTEGRATING FOR SYNTHESIS

Readers synthesize information and ideas from written text to compare and extend meaning from multiple sources. Readers show sensitivity to the structure of the text; they demonstrate how parts of the text work together, inform one another or contradict one another. Readers take a text apart and compare information with contextual knowledge. Readers compare and contrast the ideas and points of multiple authors. Readers critically review their reactions to an author's ideas and point of view from the perspective of their own ideas, experiences, and knowledge. Readers develop research on content areas based on a synthesis of multiple sources of information.

1 The Emerging Reader Understands that Texts Share Issues, But He/She Struggles With Integration.

- Readers recognize the various parts of a text—the conventions—but have difficulty understanding the idea behind "a synthesis of a text."
- Readers have difficulty realizing that secondary sources comment on the primary text; thus, this reader needs to develop the process of inquiry. Readers are just initiating the "stepping away" from the primary text.
- Readers do not yet critically review multiple sources.

3 The Developing Reader Synthesizes Information from Multiple Sources, However, a Fully Integrated Synthesis is Still Developing.

- Readers articulate how the parts of a text work together, however, contradictions within a text are usually not acknowledged.
- Readers synthesize information by using secondary sources to discuss a primary source. However, the synthesis is reliant upon a summary of the secondary sources as opposed to a deep understanding of the interrelationship and/or causal relationship between the texts.
- Readers attempt to extend meaning beyond the text's literal boundary; however, the synthesis typically addresses a single aspect of the relationship between sources. For example, a reader may only focus on a similar symbol, metaphor or image ass opposed to allowing many facets of the texts to be discussed.
- Readers are beginning to establish a "critical review" of synthesized material. However, the "voices" of the sources are still more prevalent than the voice of the reader.

5 The Advanced Reader Synthesizes Information and Ideas From Multiple Sources and Produces a Fully Integrated Response.

- Readers articulate how the parts of a text work together, changing, developing, building meaning through the integration of the parts of the text; thoughtful synthesis can even involve acknowledging contradictions.
- Readers integrate texts by discussing primary and secondary sources through the process of inquiry; further, a good synthesis will depict interrelationships and causal relationships.
- Readers extend meaning beyond the text's literal boundaries by comparing and contrasting the ideas of multiple authors, texts, and contexts.
- Readers critically review their reaction to the comparison or contrast of multiple sources in order to produce an "extended abstract"—a new text comprised of the many sources and reader's synthesis of those sources.

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CRITIQUING FOR EVALUATION

Readers evaluate a text to determine its quality and effectiveness within its genre and subject. Readers experiment with ideas, think divergently, take risks, express opinions, speculate, explore alternative scenarios, raise questions, and think metaphorically. Readers challenge the text by agreeing or disagreeing, arguing, endorsing, questioning, and/or wondering about a text's implications. Readers are actively engaged with the text and judge the effectiveness of literary and informational devices. Readers contrast the accuracy of information from a written text with other sources of information and personal knowledge. Readers evaluate by testing the validity of the author's ideas, information, and/or logic by comparison with other authors, their own knowledge, and cultural understanding. Readers identify an author's biases, cultural and philosophical references, and underlying purpose.

1 The Emerging Reader's Criteria for Evaluation Often Lie Solely in the Affective Realm.

- Readers may invoke some strategies to evaluate a text, however, strategies have little connections to the text, and the reader instead relies primarily on affective responses.
- Readers do not yet take risks with texts. Evaluative comments are safe and general.
- Readers do not yet contrast information in a text with outside sources. Once again, the fear of "risk-taking" discourages them from exploration.
- Readers do not yet see a text as existing on many levels, although recognition of author involvement in textual development is emerging.

3 The Developing Reader Does Not Evaluate as a Means of Exploration, but Instead Sees it as a Way of Silencing Textual Dilemmas.

- Readers may use experimental strategies in determining quality and effectiveness, however, the use of the strategies function as "guesses" as opposed to confident risk-taking.
- Readers determine a text's quality by challenging the text in various ways, but the evaluation is not always thoroughly grounded in text-based questions.
- Readers contrast the information in a text with outside sources, but they do not link the accuracy of information with the effectiveness of textual devices, styles, or modes.
- Readers are just beginning to develop "read-through" strategies of evaluation.

5 The Advanced Reader Evaluates to Assert One's Voice in the Textual Relationship.

- Readers consciously invoke any and/or all of the following strategies in a desire to determine quality and effectiveness of a text. The evaluation is multi-layered.
- Readers make a thoughtful, grounded, and defensible evaluation of a text's quality in one or more of the following ways: by endorsing, questioning, or wondering about the text and its implications.
- Readers articulate the effectiveness of the devices of the text by contrasting the accuracy and validity of information with other sources of information.
- Ultimately, in a sensitive, thoughtful evaluation, readers "read through" a text, seeing it on many levels, identifying author's biases, cultural and philosophical references, assumptions and purpose

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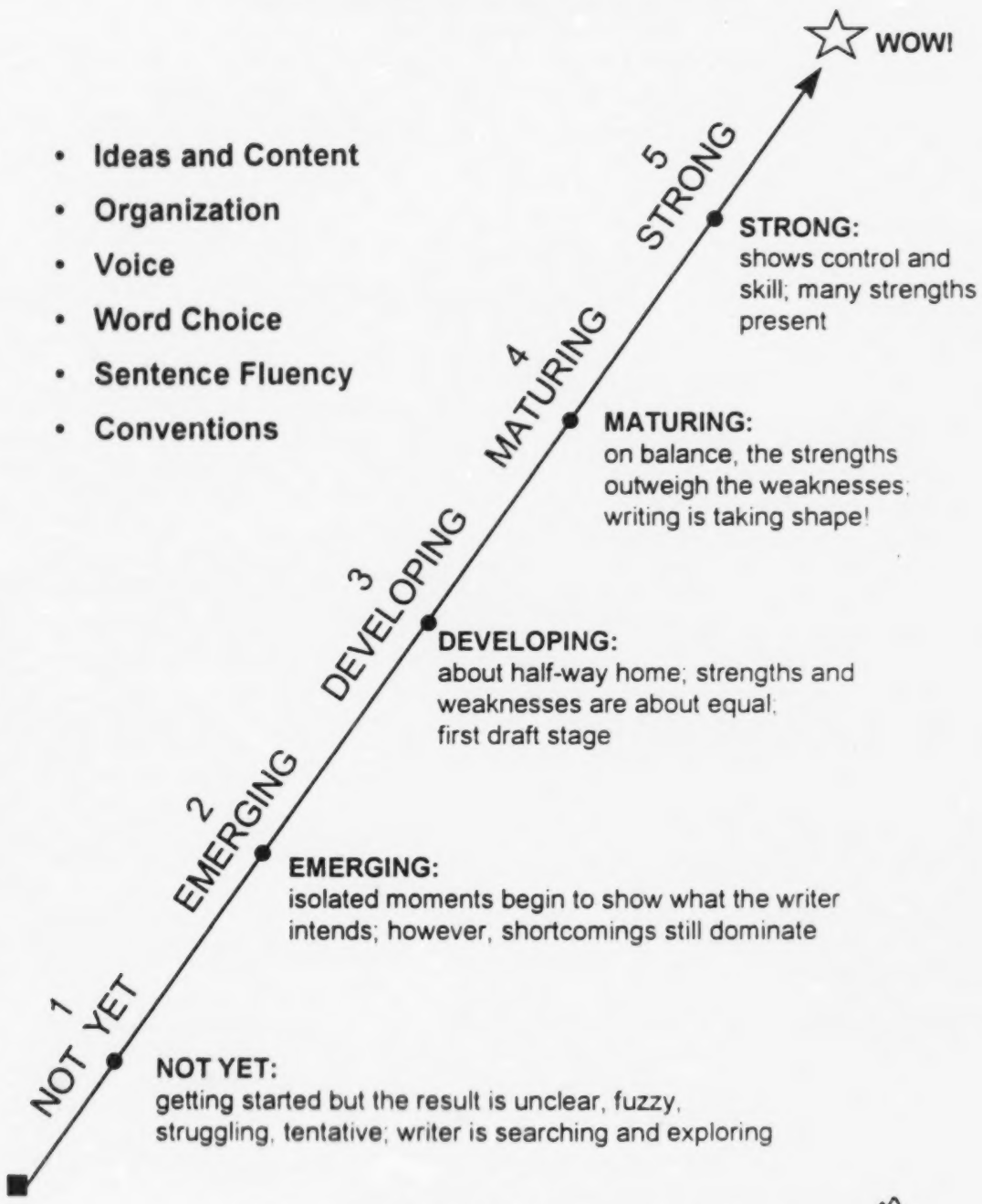
Appendix B: Six Trait Analytical Writing Assessment Model

SIX-TRAIT ANALYTICAL WRITING ASSESSMENT MODEL
Scoring Guide (Rubric)


WOW!
• Ideas and Content
• Organization
• Voice
• Word Choice
• Sentence Fluency
• Conventions
5 STRONG
STRONG:
shows control and skill; many strengths present
4 MATURING
MATURING:
on balance, the strengths outweigh the weaknesses; writing is taking shape!
3 DEVELOPING
DEVELOPING:
about half-way home; strengths and weaknesses are about equal; first draft stage
2 EMERGING
EMERGING:
isolated moments begin to show what the writer intends; however, shortcomings still dominate
1 NOT YET
NOT YET:
getting started but the result is unclear, fuzzy, struggling, tentative; writer is searching and exploring

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IDEAS AND CONTENT
(Development)

5 ***This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.***

- The topic is **narrow** and **manageable.**
- The writer seems to be writing from **knowledge** or **experience;** the ideas are **fresh** and **original.**
- **Insight**—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required
- **Relevant, telling, quality details** give the reader important information that goes **beyond the obvious** or predictable
- The reader's questions are **anticipated and answered.**
- Reasonably **accurate details** are present to support the main ideas

3 ***The writer is beginning to define the topic, even though development is still basic or general.***

- It is pretty **easy to see where the writer is headed**, though more information is needed to "fill in the blanks "
- The writer seems to be drawing on knowledge or experience, but has **difficulty going from general observations to specifics.**
- Ideas are **reasonably clear**, though they may not be detailed, personalized, accurate or expanded enough to show in-depth understanding or a strong sense of purpose
- **Support is attempted**, but doesn't go far enough yet in fleshing out the key issues or story line
- The writer **generally stays on the topic** but does not develop a clear theme

1 ***As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:***

- The writer is **still in search of a topic**, brainstorming, or has not begun to define the topic in a meaningful, personal way
- Information is very **limited** or **unclear.**
- The text may be **repetitious**, or may read like a collection of **disconnected, random thoughts.**
- **Everything seems as important as everything else**, the reader has a hard time sifting out what the writer is trying to say

VOICE

5 ***The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer "aches with caring," yet is aware and respectful of the audience and the purpose for writing.***

- The reader feels a **strong interaction** with the writer, sensing the **person behind the words.** The writer **takes a risk** by revealing who they are and what they think.
- The tone and voice give **flavor and texture** to the message and are **appropriate for the purpose and audience.**
- **Narrative** writing seems **honest, personal,** and written **from the heart**
- **Expository or persuasive** writing reflects a **strong commitment** to the topic, and brings the topic to life by showing **why** the **reader needs to know this** and why they should care.
- This piece **screams to be read aloud, shared and talked about**

3 ***The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.***

- The writing communicates in an **earnest, pleasing** manner. Only one or two moments here or there surprise, delight, or move the reader
- Voice may emerge strongly on occasion, then retreat behind **general, vague language.**
- The writing **hides** as much of **the writer** as it reveals, it could have been written by a number of people because there is **little** that is **unique** or **distinctive** about it
- The writer seems **aware of an audience,** but often **weighs words carefully** or discards personal insights in favor of **safe generalities**

1 ***The writer seems indifferent, uninvolved or distanced from the topic and/or the audience. As a result, the writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic. The paper reflects more than one of the following problems:***

- **Who is this writer?** The writer **does not seem to reach out** to an audience, or to anticipate their interests and questions
- The writer speaks in a kind of **monotone** that flattens all potential highs or lows of the message
- The writing may communicate on a **functional** level, but it **does not move** or involve the reader no matter who is the intended audience
- The **writer does not seem** sufficiently **at home with the topic** to take risks, share personal insights or make the topic/story personal and real for the reader

ORGANIZATION

5 ***The organization enhances and showcases the central idea or theme. The order, structure or presentation of information is compelling and moves the reader through the text.***

- An **inviting introduction** draws the reader in; a **satisfying conclusion** leaves the reader with a sense of closure and resolution.
- **Thoughtful transitions** clearly show how ideas connect.
- Details seem to fit where they're placed; **sequencing is logical** and **effective**.
- **Pacing is well controlled**; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
- Organization **flows so smoothly** the reader hardly thinks about it; the choice of structure matches the **purpose** and **audience**.

3 ***The organizational structure is strong enough to move the reader through the text without too much confusion.***

- The paper has a **recognizable introduction and conclusion**. The introduction may not create a strong sense of anticipation, the conclusion may not tie up all loose ends.
- **Transitions often work well**, at other times, connections between ideas are fuzzy.
- **Sequencing** shows **some logic**, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the **structure takes attention away from the content.**
- **Pacing is fairly well controlled,** though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
- The **organization sometimes supports the main point or storyline;** at other times, the reader feels an urge to slip in a transition or move things around.

1 ***The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:***

- There is **no real lead** to set up what follows, **no real conclusion** to wrap things up.
- Connections between ideas are **confusing** or not even present.
- **Sequencing needs work.**
- **Pacing feels awkward;** the writer slows to a crawl when the reader wants to get on with it, and vice versa.
- Problems with organization make it **hard for the reader to get a grip** on the main point or story line.

WORD CHOICE

5 ***Words convey the intended message in a precise, interesting and natural way. The words are powerful and engaging.***

- Words are **specific** and **accurate**; it is easy to understand just what the writer means. The words and phrases create **pictures in your mind.**
- The language is **natural and never overdone**; both words and phrases are **individual** and **effective**.
- **Lively verbs** energize the writing. **Precise nouns and modifiers** add depth and specificity.
- **Striking words and phrases** often catch the reader's eye—and linger in the reader's mind. (You can recall a handful as you reflect on the paper.)
- **Precision** is obvious. The writer has taken care to put just the right word or phrase in just the right spot.

3 ***The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level.***

- Words are **adequate and correct in a general sense**; they simply **lack flair and originality** as they are used in the writing.
- **Familiar words and phrases** communicate, but rarely capture the reader's imagination. Still, the paper may have one or two fine moments.
- **Attempts at colorful language** come close to the mark, but sometimes seem **overdone** (thesaurus overload!).
- The words and phrases are **functional**—no more no less.

1 ***The writer struggles with a limited vocabulary, searching for words to convey meaning. The writing reflects more than one of these problems:***

- Language is so **vague** (e.g., *It was a fun time, She was neat, It was nice, We did lots of stuff*) that only the **most general message** comes through.
- Persistent **redundancy** distracts the reader.
- **Jargon or clichés** distract or mislead.
- **Words are used incorrectly**, sometimes making the message hard to decipher.
- Problems with language **leave the reader wondering** what the writer is trying to say.

SENTENCE FLUENCY

5 ***The writing has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.***

- Sentences are constructed in a way that underscores the **meaning**.
- **Purposeful** and **varied sentence beginnings** add variety and show how each sentence relates to and builds upon the one before it.
- The writing has **cadence;** the writer has thought about the sound of the words as well as the meaning.
- Sentences **vary in length as well as structure.**
- Fragments, if used, add style. Dialogue, if used, sounds natural.

3 ***The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.***

- Sentences may not seem artfully crafted or musical, but they are usually **grammatical.** They **hang together**. They get the job done in a routine fashion.
- There is at least **some variation in sentence length and structure**. Sentence beginnings are not ALL alike.
- The reader sometimes has to **hunt for clues** (e.g., connecting words and phrases like *however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although* etc.) that show how sentences interrelate.
- **Parts** of the text **invite expressive oral reading**; others may be stiff, awkward, choppy or gangly.

1 ***The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:***

- Sentences are **choppy, incomplete, rambling or awkward**; they need work.
- **Phrasing does not sound natural**. The patterns may create a sing-song rhythm that lulls the reader to sleep.
- Many **sentences begin the same way**--and may follow the same patterns (e.g., *subject-verb-object*) in a monotonous pattern.
- **Endless connectives** (*and, and so, but then, because, and then,* etc.) create a massive jumble of language in which clear sentence beginnings and endings get swallowed up.
- The text **does not invite expressive oral reading**. There is little to no "sentence sense" present. Even if this piece was flawlessly edited, the sentences would not hang together.

CONVENTIONS

5 ***The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.***

- **Spelling is generally correct**, even on more difficult words.
- **Grammar and usage are correct** and contribute to clarity and style.
- **Punctuation and capitalization are accurate** and guide the reader through the text.
- **Paragraphing tends to be sound** and to reinforce the organizational structure.
- The writer **may manipulate conventions**—especially grammar and spelling—for stylistic effect.
- The piece is very close to being **ready to publish.**
- **GRADES 7 AND UP ONLY:** The writing is **sufficiently long and complex** to allow the writer to show skill in using a wide range of conventions.

3 ***The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.***

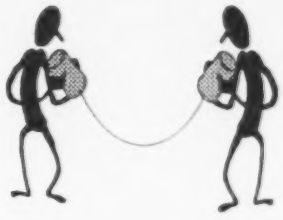
- **Spelling** is usually **correct or reasonably phonetic on common words**, but more difficult words are problematic.
- **Terminal (end-of sentence) punctuation is usually correct**, internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing or wrong.
- **Most words are capitalized correctly**; control over more sophisticated capitalization skills may be spotty.
- **Paragraphing is attempted** but may run together or begin in the wrong places.
- **Problems with grammar or usage are not serious** enough to distort meaning but may not be correct or accurately applied all of the time.
- **Moderate** (a little of this, a little of that) **editing** would be required to polish the text for publication.

1 ***Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:***

- **Spelling errors are frequent**, even on common words.
- **Punctuation** (including terminal punctuation) is often **missing or incorrect**.
- **Capitalization is random** and only the easiest rules show awareness of correct use.
- **Errors in grammar or usage are very noticeable**, and affect meaning.
- **Paragraphing is missing, irregular, or so frequent** (every sentence) that it has no relationship to the organizational structure of the text.
- The reader must **read once to decode**, then again for meaning.
- **Extensive editing** (every line) would be required to polish the text for publication.

Appendix C: E.A.R. - Conceptual Framework for the Traits of Competent Oral Communication

THE E.A.R. TRAIT APPROACH TO ORAL COMMUNCIATION ASSESSMENT



Effectiveness:

Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose; idea development is specifically suited for oral rather than written communication; and the nonverbal presentation is consistent with the verbal message.

Appropriateness:

Idea development, use of language, and the organization of ideas for a specific audience, setting, and occasion are appropriate; the nonverbal presentation of ideas is appropriate for a particular audience, setting, and occasion; and respect is demonstrated for the audience and the speaker through verbal and nonverbal behaviors.

Responsiveness:

Ideas, organization, or delivery style may be modified based on verbal / nonverbal feedback from the audience; the speaker keeps the audience interested and engaged in the message; and the speaker /audience demonstrates active verbal / nonverbal listening behaviors

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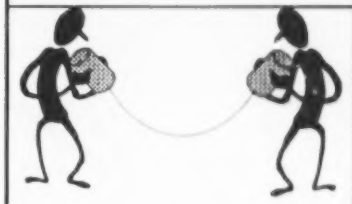
E.A.R.

Conceptual Framework for the Traits of Competent Oral Communication

Three general traits of competent communication identified through research are: EFFECTIVENESS, APPROPRIATENESS, and RESPONSIVENESS. Each communication trait has both a verbal and nonverbal dimension and reflects the transactional nature of communication – we are simultaneously both senders and receivers of ideas, information, and attitudes.

	**EFFECTIVENESS** *Ideas are organized, developed, and presented in a way that effectively achieves the communication purpose.*	**APPROPRIATENESS** *Respect for the audience, situation, and setting is demonstrated by the appropriate selection of topics, examples, language, and nonverbal communication behaviors.*	**RESPONSIVENESS** *The communicator responds with behavioral flexibility to verbal / nonverbal feedback. (The communication process is mutually negotiated and adjusted on an ongoing basis.)*
VERBAL CONTENT: *How ideas are chosen, developed, used, and organized.*	Ideas are organized and developed in a way that meets communication goals. Ideas are clear and supported with examples, facts, experience, etc. Language choices are fresh, vivid, and effective for the communication purpose. Material development is suited for oral rather than written communication.	The topic, examples, and language used are appropriate for: the background, interests, needs, and demographic make-up of the audience; the occasion; and the setting.	Ideas can be expanded, clarified, or modified based on verbal / and or nonverbal interaction or feedback from others. The communicator may solicit feedback through questioning.
NONVERBAL DIMENSION:: *How "voice" in relationship to the material, to self, and to others is expressed through nonverbal channels (presentation of idea and communication behavior.*	Nonverbal communication and style compliments rather than detracts from the purpose. Delivery or interaction is natural and confident. A desire to communicate is evident through nonverbal expression (vocal tone, physical displays, etc.).	Rules and norms for language and communication behavior include common courtesies such as turn-taking, responding thoughtfully, dressing appropriately, and expressing ideas through an appropriate communication style for audience, occasion, and setting.	Participants in the communication process demonstrate nonverbal responsiveness through: using active listening responses such as nodding, leaning forward, and using eye contact; or modifying the rate of speech, body movement, etc. in response to verbal or nonverbal feedback

Verbal Effectiveness

Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose.

	Advanced (5)	Developing (3)	Emerging (1)
Oral Presenter	• Ideas are clearly organized, developed, and supported to achieve a purpose. • The introduction gets the attention of the audience. • Main points are organized effectively. • Supporting material is logical and relevant. • Smooth transitions are used. • The conclusion is satisfying. • Language choices are vivid and precise. • Material is developed for an oral rather than a written presentation.	• The main idea is evident, but the organizational structure may need to be strengthened. • Ideas may not always flow smoothly. • Clarity may be needed. • Material used for support may lack in originality or adequate development. • The introduction may not be well-developed. • Transitions may be awkward. • The conclusion may need additional development. • The language choices may be limited or add little in the way of making an effective point.	• Idea "seeds" have not yet "germinated." • Ideas may not be focused or developed; the main purpose is not clear. • The introduction is undeveloped or irrelevant. • Inaccurate, generalized, or inappropriate supporting material may be used. • Transitions may be needed. • The conclusion is abrupt or limited. • Word choices may be limited, peppered with slang or jargon, too complex, or too dull.
Group Discussion Member	• Ideas offered are related to the group's purpose or goals. • Ideas expressed are concise and easy to follow. • Contributions to the group are supported by facts, examples, analogies, statistics, or personal experience, etc. • New ideas and insights are shared. • Facts are distinguished from opinions. • Language and word choices are vivid and precise. • Unfamiliar language or concepts are defined or clearly explained	• Ideas do not detract from the group's purpose or goals. • Ideas expressed are usually clear though they may not be concise. • Contributions to the group are generally supported by facts, examples, analogies, statistics, or personal experience, etc. but may need more development. • Facts are generally distinguished from opinions. • Language and word choices are generally concrete but some abstract or vague ideas may be expressed. • Some unfamiliar language or jargon may be used.	• Ideas are generally not relevant to the overall group purpose or goals. • Ideas expressed appear random, disproportionately lengthy, and are difficult to follow. • Contributions to the group are still in the development process — support for ideas is still limited or lacking. • Opinions may be stated as facts. • Language choices are vague, abstract, or trite. • Jargon may be used.

Nonverbal Effectiveness

The nonverbal message supports, and is consistent with the verbal message.

	Advanced (5)	Developing (3)	Emerging (1)
Oral Presenter	• The nonverbal presentation of ideas enhances the message. • The delivery is natural and confident — posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. • The vocal tone, delivery style, and clothing are consistent with the message. • Limited filler words ("ums") are used. • Clear articulation and pronunciation are used.	• The presenter generally appears poised— however, effective use of volume, eye contact, vocal control, etc. may not be consistent. • Some hesitancy may be observed. Facial expressions and nonverbal behaviors do not detract significantly from the message. • Clothing choices do not detract from the message. • Over dependency on notes may be observed.	• Eye contact may be very limited. • The presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most or all of the speech. • Mannerisms may be distracting. • Gestures and movements may be jerky or excessive. • The delivery may appear inconsistent with the message. • The emotional tone may be inconsistent or lacking.
Group Discussion Member	• Conversation sounds natural and fluid. • Confidence and commitment to the topic are expressed through vocal tone, facial expressions, eye contact with group members, volume, energy, etc. • Facial expressions and vocal tone are consistent with verbal expressions. • Clear articulation and pronunciation are used.	• Conversation sounds natural. • Confidence may not always be evident: vocal tone, facial expressions, eye contact with group members, volume, and energy may be inconsistent. • Facial expressions and vocal tone do not contradict verbal expressions. • Any articulation and pronunciation difficulties do not detract from overall effectiveness.	• A lack of confidence may be indicated by limited eye contact, inadequate volume, tense facial expressions, etc. • A limited willingness to communicate (or a lack of confidence) may be indicated by low levels of participation, flat vocal tone. • Facial expressions and vocal tone do not consistently match verbal contributions. • Articulation / pronunciation difficulties are distracting.

Appropriateness

Idea development, use of language, and the organization of ideas for a specific audience, setting, and occasion are appropriate. Communication is respectful.

	Advanced (5)	Developing (3)	Emerging (1)
Oral Presenter	*Respect for the audience, setting, and occasion is reflected by:* • Language that is familiar to the audience, appropriate for the setting, and free of bias. • Use of Standard English as appropriate. However, the presenter may "code-switch" (use a different language form) when appropriate. • Topic selection and examples that are interesting and relevant for the audience and occasion. • A delivery style and clothing choices that suggest an awareness of expectations and norms.	• Language used is not disrespectful or offensive. • Ideas and examples are not inappropriate for the audience, occasion, or setting. • Some effort to make the material relevant to audience interests, the occasion, or setting is evident. • Excess slang is avoided. • Clothing choices are not inappropriate. • The style of delivery or tone of voice does not sound out-of-place or disrespectful to the audience.	• Ideas shared are questionable or inappropriate for a particular audience, occasion, or setting. • Little, if any connection is made between the ideas presented and the audience background and interests. • Some biased or unclear language may be used. • Excessive slang may also be evident. • Clothing choices may be better suited for a different audience. • The style of delivery may not match the particular audience or occasion. • The presenter's tone of voice or other mannerisms may create alienation from the audience.
Group Discussion Member	*Respect for other group members is reflected by:* • Language that is familiar to the group, concrete, appropriate for the group purpose, free of bias, and socially appropriate. • Contributions and examples that are interesting and relevant to the group membership and purpose. • Contributions and responses that are courteous and tactful. • Demonstrated communication behaviors that reflect norms such as turn-taking, etc. A communication style that reflects the group norms and expectations.	• Language used is not disrespectful or offensive. • For the most part, contributions and examples are relevant and appropriate for the group membership and group purpose. • Contributions and responses are not rude or devaluing. "Put-downs" or personal criticisms are avoided. • At times, the developing group member may violate group norms such as speaking too long, interrupting, etc. The communication style, tone of voice, volume, energy level, may sometimes be inconsistent with the group norms and expectations	• Language used may suggest bias toward group members or others. • Ideas shared may be questionable or inappropriate for the group. • Little, if any connection is made between ideas expressed and the relevance to group purpose and needs. • Contributions may be expressed as "put-downs" or personal criticisms toward others. • A lack of awareness for group norms may be demonstrated by controlling or aggressive behaviors. • The communication style, contributor's tone of voice, and other mannerisms may alienate him or her from other group members.

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Responsiveness

Communication may be modified based on verbal and nonverbal feedback. Speakers / listeners demonstrate active listening behaviors.

	Advanced (5)	Developing (3)	Emerging (1)
Oral Presenter	• The presenter uses materials to keep the audience engaged. • Material is modified or clarified as needed given audience verbal and nonverbal feedback. • Reinforcing verbal listening responses such as paraphrasing or restating are used if needed when answering questions. • Responses to audience questions are focused and relevant. • Nonverbal behaviors are used to keep the audience engaged such as: maintaining eye contact, modifying delivery style if needed, and using reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when answering questions.	• The presenter is able to keep the audience engaged most of the time. • When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas. • Responses to audience questions are generally relevant but little elaboration may be offered. • Generally, the speaker demonstrates audience awareness through tone, movement, and eye contact with the whole audience.	• The presenter is not able to keep the audience engaged. • The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion. • Responses to audience questions may be undeveloped or unclear. • The nonverbal aspects of delivery do not indicate a responsiveness to audience reactions. • Poise or composure is lost during any distractions. • Reinforcing nonverbal listening responses such as using eye contact, facing the person, etc. are not used when answering questions.
Group Discussion Member	• Contributions often build on or link with contributions made by other members. • Ideas may be clarified as needed given group verbal or nonverbal feedback. • Efforts are made to draw everyone into the discussion. • Efforts may be made to resolve conflicts. • Active listening behaviors are demonstrated such as asking questions of clarification, offering evaluative comments about ideas, paraphrasing for understanding, summarizing group comments, maintaining eye contact, leaning forward, nodding in affirmation while others are speaking, etc.	• Contributions build on the ideas expressed by others. • Efforts are made to clarify ideas when group verbal or nonverbal feedback suggests it is needed. • Some effort may be demonstrated to draw others into the discussion. • Active listening behaviors are generally limited to maintaining eye contact, using facial expressions to convey interest, disagreement, etc.	• Contributions do not link to ideas of others in the group. • Comments may be relevant to own interests rather than the interests of the group. • A lack of responsiveness to group verbal or nonverbal feedback is evident. • Personal attacks may be made rather than offering a critique of ideas. • Distracting behaviors may include: conducting side conversations, sleeping, writing notes, etc. • "Listening behaviors" may be limited to sitting unresponsively while others talk.

Oral Presentation: *Verbal Effectiveness* Scoring Guide

Verbal Effectiveness: ***Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose.***

5: Ideas are clearly organized, developed, and supported. The introduction gets the attention of the audience. Main points are organized effectively. Supporting material is logical and relevant. Smooth transitions are used. The conclusion is satisfying. Language choices are vivid and precise. Material is developed for an oral rather than a written presentation.

3: The main idea is evident, but the organizational structure may need to be strengthened. Ideas may not always flow smoothly. Clarity may be needed. Material used for support may lack in originality or adequate development. The introduction may not be well-developed. Transitions may be awkward. The conclusion may need additional development. The language choices may be limited or add little in the way of making an effective point.

1: Idea "seeds" have not yet "germinated." Ideas may not be focused or developed; the main purpose is not clear. Inaccurate, generalized, or inappropriate supporting material may be used. The presentation is difficult to follow. The introduction, transitions, and or conclusion need more development. Word choices may be: limited, peppered with slang or jargon, too complex, or too dull.

Use the following check list to help you with your rating:

_____ Ideas are supported with examples, descriptions facts, stories, experiences, visual aids, statistics, or other appropriate material.

_____ Supporting material helps strengthen or clarify main ideas.

_____ New ideas or information is shared.

_____ Relationships between ideas are clear.

_____ Transitions are smooth.

_____ Ideas are organized in a clear and logical way.

_____ The opening effectively gets the attention of the audience and introduces the topic idea.

_____ An appropriate organizational pattern is used for the purpose of the presentation.

_____ Unfamiliar language or concepts, if used, are defined.

_____ Language choices are vivid, and fresh.

_____ Rhythm, sentence structure, use of repetition, length of sentences, and language are suited for oral expression.

Verbal Effectiveness **Score:_____**

Comments:

Oral Presentation: *Nonverbal Effectiveness* Scoring Guide

Nonverbal Effectiveness: ***Nonverbal behaviors suggest: a willingness to communicate; confidence; and a consistency between the verbal presentation of ideas and the nonverbal communication of those ideas.***

5: The nonverbal presentation of ideas enhances the message. The delivery is natural and confident – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. The vocal tone, delivery style, and clothing are consistent with the message. Limited filler words ("ums") are used.

3: The presenter generally appears poised— however, effective use of volume, eye contact, vocal control, etc. may not be consistent. Some hesitancy may be observed. Facial expressions and nonverbal behaviors do not detract significantly from the message. Clothing choices do not detract from the message; over dependency on notes may be observed.

1: Eye contact may be very limited. The presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most or all of his or her speech. Mannerisms may be distracting. Gestures and movements may be jerky or excessive. The delivery may appear inconsistent with the message. The emotional tone may be inconsistent or lacking.

Use the following check list to help you with your rating:

_____ Ideas are communicated in a natural, conversational manner.
_____ Filler words ("ums" and "uhs") are limited.
_____ Vocal variety (variations in rate, pitch, tone, volume, etc.) is effective.
_____ Volume is adequate.
_____ Tone and energy convey personal interest.
_____ Body language, facial expressions, gestures, etc. are consistent with the speech purpose / message.
_____ Distracting mannerisms are under control.
_____ Articulation is clear.
_____ Eye contact, posture, vocal tone, fluid movement and speech suggest confidence.
_____ Pauses are used effectively.

Nonverbal Effectiveness **Score:_____**

Comments:

Oral Presentation: *Appropriateness* Scoring Guide

Appropriateness: ***Respect for the audience, situation, and setting is evident by appropriate use of language, topic selection, examples, and nonverbal communication behaviors.***

5: Respect for the audience, setting, and occasion is reflected by: language that is familiar to the audience, appropriate for the setting, and free of bias; topic selection and examples that are interesting and relevant for the audience and occasion; tasteful humor; and a delivery style and clothing choices that suggest an awareness of expectations and norms.

3: Language used is not disrespectful or offensive. Ideas and examples are not inappropriate for the audience, occasion, or setting. Some effort to make the material relevant to audience interests, the occasion, or setting is evident. Excess slang is avoided. Clothing choices are not inappropriate. The style of delivery or tone of voice does not sound disrespectful to the audience or out-of-place.

1: Ideas shared are questionable or inappropriate for a particular audience, occasion, or setting. Little, if any connection is made between the ideas and the audience background and interests. Some biased or unclear language may be used. Excessive slang may also be evident. Clothing choices may be better suited for a different audience. The style of delivery may not match the particular audience or occasion. The presenters tone of voice or other mannerisms may alienate him or her from the audience.

Use the following check list to help you with your rating:

_____ Ideas are appropriate for the audience, occasion, and setting.
_____ Ideas relate to the needs, interests, and / or background of others.
_____ Ideas expressed are free of bias.
_____ Language used is concrete and familiar to others.
_____ Language is appropriate for the situation and does not offend.
_____ The speaker is polite and courteous prior to, during, and after giving the speech.
_____ The speaker's overall behavior is appropriate for the situation.
_____ The speaker's clothing choice reflects appropriate consideration for the audience, occasion, and setting.
_____ The speakers vocal tone and delivery style is appropriate.

Appropriateness **Score:_____**

Comments:

Oral Presentation: *Responsiveness* Scoring Guide

Responsiveness: ***The communicator responds to audience feedback by: clarifying or adjusting material, answering questions, or modifying the delivery as needed; and by maintaining the attention of the audience.***

5: Before starting to speak, the presenter makes sure the audience is focused and ready to listen. The presenter uses materials to keep the audience engaged and involved. An ability to "read" the audience is evident — material is modified or clarified as needed given audience verbal and nonverbal feedback. Reinforcing verbal listening responses such as paraphrasing or restating are used if needed when answering questions. Responses to audience questions are focused and relevant. The speaker may elaborate on ideas when asked questions. Nonverbal behaviors are used to keep the audience engaged such as: maintaining eye contact, modifying delivery style if needed, and using reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when answering questions.

3: The presenter is able to keep the audience engaged most of the time. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas. Responses to audience questions are generally relevant but little elaboration may be offered. Generally, the speaker demonstrates audience awareness through tone, movement, and eye contact with the whole audience.

1: The presenter is not able to keep the audience engaged. The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion. Responses to audience questions may be undeveloped or unclear. The nonverbal aspects of delivery do not indicate a responsiveness to audience reactions. Poise or composure is lost during any distractions. Reinforcing nonverbal listening responses such as using eye contact, facing the respondent, etc. are not demonstrated when answering questions.

Use the following check list to help you with your rating:

_____ The speaker waits until the audience is ready before beginning his or her presentation.
_____ The audience generally appears interested and involved in the presentation.
_____ Responses to questions are relevant and may involve some elaboration.
_____ The speaker "reads" the audience and clarifies material where necessary.
_____ Eye contact is maintained with the audience.
_____ Nonverbal aspects of the delivery reflect an ongoing responsiveness to the audience.
_____ Poise is maintained during any distractions that may occur.
_____ The speaker demonstrates attentive listening behaviors when asked questions.

Responsiveness **Score:**_____

Comments:

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Equity Center

Comprehensive Center

Technology Center

Mathematics and Science Education Center

Assessment and Accountability Program

Helping Schools and Communities Assess the Results of Education

The Assessment and Accountability Program helps schools and communities assess the results of education, giving educators the best research and information available to guide effective school and community improvement efforts.

Program efforts are focused on the development of appropriate, high-quality information to help answer two critical questions: Are our schools and communities improving? What can be done to promote further improvement? To do this, the program:

- Conducts applied research into the best student assessment practices and accountability methods
- Develops and disseminates resources that encourage the effective use of best practices in monitoring and planning school and community improvement
- Provides professional development to build local capacity to sustain continuous improvement processes
- Evaluates projects and systems on a contracted basis

Child and Family Program

Education and Work Program

Rural Education Program

School Improvement Program

"After all, the heart of instruction is the desire to help our language minority student , and at the heart of assessment is the need to determine whether our students have learned. We must assist them in that process by trying new alternatives that are not so language bound, time restrictive, or autonomous. Further, we must advocate assessment practices that mirror instructional practices. Let us focus on our students' strengths and give them opportunities to demonstrate ability, skill, and knowledge through the medium that suits them best, whether oral or written or even, in the case of beginner students, pictorial. Let us familiarize them in advance with the assessment measures and give them adequate time to complete the tasks. Let us help them take some responsibility for their own evaluation, especially through tools such as student checklists, reports, and portfolios. Let us become alternative assessment advocates for our language minority students."

(D.J. Short, 1993)

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